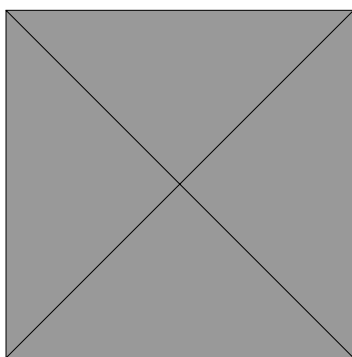


# **Bowdoin**

**2012–2013 CATALOGUE**



**August 2012**

**Brunswick, Maine**

**[bowdoin.edu/catalogue](http://bowdoin.edu/catalogue)**

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*The information in this publication was accurate at the time of publication. However, Bondoin College reserves the right to make changes at any time without prior notice to any of the information, including but not limited to course offerings, degree requirements, regulations, policies, procedures, and charges. The College provides the information herein solely for the convenience of the reader, and to the extent permissible by law, expressly disclaims any liability that may otherwise be incurred.*

*In compliance with the Campus Security Act of 1990, Bondoin College maintains and provides information about campus safety policies and procedures and crime statistics. A copy of the report is available upon request.*

*Bondoin College and the other members of the New England Small College Athletic Conference take strong stands against abusive drinking and its negative side effects. The vast majority of students at these colleges who choose to drink alcohol do so responsibly. Those who abuse alcohol receive a combination of discipline and education. Additionally, all of the member schools expressly prohibit hazing.*

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## GENERAL INFORMATION

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Bowdoin is an independent, nonsectarian, coeducational, residential, undergraduate, liberal arts college located in Brunswick, Maine, a town of approximately 22,000 situated close to the Maine coast, 25 miles from Portland and about 120 miles from Boston.

**Terms and Vacations:** The College holds two sessions each year. The dates of the semesters and the vacation periods are indicated in the College Calendar on pages 6–8.

**Accreditation:** Bowdoin College is accredited by the New England Association of Schools and Colleges.

**Enrollment:** The student body numbers about 1,775 students (51 percent male, 49 percent female; last two classes 49/51 percent); about 250 students study away one or both semesters annually; 91 percent complete the degree within five years.

**Faculty:** Student/faculty ratio 9:1; the equivalent of 195 full-time faculty in residence, 99 percent with Ph.D. or equivalent; 23 head athletic coaches.

**Geographic Distribution of Students:** New England, 41.3 percent; Middle Atlantic states, 22.1 percent; Midwest, 8.6 percent; West, 11.5 percent; Southwest, 3.0 percent; South, 7.7 percent; international, 5.8 percent. Forty-seven states, the District of Columbia, Puerto Rico, and thirty-five countries are represented. Minority and international enrollment is 34 percent.

**Statistics:** As of June 2012, 37,421 students have matriculated at Bowdoin College, and 29,254 degrees in academic programs have been awarded. In addition, earned master's degrees have been awarded to 274 postgraduate students. Living alumni/ae include 18,927 graduates, 2,216 nongraduates, 130 honorary degree holders (40 alumni/ae, 90 non-alumni/ae), 26 recipients of the Certificate of Honor, and 231 graduates in the specific postgraduate program.

**Offices and Office Hours:** The Admissions Office is located in Burton-Little House. The offices of the President and Dean for Academic Affairs are located in Hawthorne-Longfellow Hall, the west end of Hawthorne-Longfellow Library. The Treasurer's Office is located in Ham House on Bath Road. Business offices and the Human Resources Office are in the McLellan Building at 85 Union Street. The Development and Alumni Relations offices are located at 83 and 85 Federal Street and in Copeland House. The offices of the Registrar, the Dean of Student Affairs, and Bowdoin Career Planning are in the Moulton Union. The Counseling Service is at 32 College Street. The Department of Facilities Management and the Office of Safety and Security are in Rhodes Hall.

In general, the administrative offices of the College are open from 8:30 a.m. to 5:00 p.m., Monday through Friday.

**Telephone Switchboard:** Bowdoin College uses an automated call processing system on its main number, 207-725-3000. A live operator can be reached 24 hours a day, seven days a week, by pressing "0." Further information about telephone numbers can be found at [bowdoin.edu/directory/](http://bowdoin.edu/directory/).

**Bowdoin College Website:** [bowdoin.edu](http://bowdoin.edu). The online Bowdoin College Catalogue can be found at [bowdoin.edu/catalogue/](http://bowdoin.edu/catalogue/).

# COLLEGE CALENDAR

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*Unless otherwise indicated, regular class schedules are in effect on holidays listed.*

## 211th Academic Year (proposed calendar subject to change)

### 2012

July 20, Friday	Ramadan begins at first light
August 19, Sunday	Ramadan ends at last light
August 21-25, Tues.-Sat.	Orientation Trips
August 25, Saturday	College housing ready for occupancy for first-year students only, 9:00 a.m.
August 25-29, Sat.-Wed.	Orientation
August 28, Tuesday	College housing ready for occupancy for upperclass students, 8:00 a.m.
August 29, Wednesday	Opening of the College—Convocation, 3:30 p.m.
August 30, Thursday	Fall semester classes begin, 8:00 a.m.
September 3, Monday	Labor Day (College holiday, some offices closed)
September 13-15, Thurs.-Sat.	Alumni Council, Alumni Fund Directors, and BASIC National Advisory Board meetings
September 15, Saturday	Common Good Day
September 16-18, Sun.-Tues.	Rosh Hashanah, begins at sunset on Sept. 16 and concludes at sunset on Sept. 18
September 25-26, Tues.-Wed.	Yom Kippur, begins at sunset on Sept. 25 and concludes at sunset on Sept. 26
September 28, Friday	Sarah and James Bowdoin Day
September 28-30, Fri.-Sun.	Family Weekend
October 5, Friday	Fall vacation begins after last class; Note: Columbus Day is Monday, Oct. 8
October 10, Wednesday	Fall vacation ends, 8:00 a.m.
October 18-20, Thurs.-Sat.	Meetings of the Board of Trustees
October 19-21, Fri.-Sun.	Homecoming Weekend
November 21, Wednesday	Thanksgiving vacation begins, 8:00 a.m.* (November 21-23: College holidays, many offices closed)
November 26, Monday	Thanksgiving vacation ends, 8:00 a.m.
December 7, Friday	Last day of classes
December 8-11, Sat.-Tues.	Reading period
December 12-17, Wed.-Mon.	Fall semester examinations
December 18, Tuesday	College housing closes for winter break, noon
December 24, Monday	Christmas Eve holiday observed (College holiday, many offices closed)
December 25, Tuesday	Christmas holiday observed (College holiday, many offices closed)
December 31, Monday	New Year's Eve holiday observed (College holiday, many offices closed)

**2013**

January 1, Tuesday	New Year's Day holiday observed (College Holiday, many offices closed)
January 19, Saturday	College housing available for occupancy, 8:00 a.m.
January 21, Monday	Martin Luther King Jr. Day (College holiday, some offices closed)
January 21, Monday	Spring semester classes begin, 8:00 a.m.
February 7-9, Thurs.-Sat.	Meetings of the Board of Trustees
February 18, Monday	Presidents' Day, classes in session (College holiday, some offices closed)
March 8, Friday	Spring vacation begins after last class
March 9, Saturday	College housing closes for spring vacation, noon
March 23, Saturday	College housing available for occupancy, 8:00 a.m.
March 25, Monday	Spring vacation ends, 8:00 a.m.
March 25-April 2, Mon.-Tues.	Passover, begins at sunset on March 25 and concludes at sunset on April 2
March 29, Friday	Good Friday
March 31, Sunday	Easter
April 4-6, Thurs.-Sat.	Alumni Council, Alumni Fund Directors, and BASIC
	National Advisory Board meetings
May 8, Wednesday	Last day of classes; Honors Day
May 9-11, Thurs.-Sat.	Meetings of the Board of Trustees
May 9-12, Thurs.-Sun.	Reading period
May 13-18, Mon.-Sat.	Spring semester examinations
May 19, Sunday	College housing closes for non-graduating students, noon
May 24, Friday	Baccalaureate
May 25, Saturday	The 208th Commencement Exercises
May 25, Saturday	College housing closes for graduating students, 6:00 p.m.
May 27, Monday	Memorial Day (College holiday, many offices closed)
May 30-June 2, Thurs.-Sun.	Reunion Weekend
July 4, Thursday	Fourth of July holiday (College holiday, many offices closed)

*Notes:*

Regular class schedules in effect on holidays listed unless otherwise noted. Staff: check with supervisor to determine if office is closed.

\*Wednesday, November 21 classes will be rescheduled on a class-by-class basis by the course instructor.

# 2011

# REPLACE

## August

SUN	MON	TUE	WED	THU	FRI	SAT
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

## September

SUN	MON	TUE	WED	THU	FRI	SAT
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

## October

SUN	MON	TUE	WED	THU	FRI	SAT
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

## November

SUN	MON	TUE	WED	THU	FRI	SAT
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

## December

SUN	MON	TUE	WED	THU	FRI	SAT
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

# 2012

## January

SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

## February

SUN	MON	TUE	WED	THU	FRI	SAT
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

## March

SUN	MON	TUE	WED	THU	FRI	SAT
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

## April

SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

## May

SUN	MON	TUE	WED	THU	FRI	SAT
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

## June

SUN	MON	TUE	WED	THU	FRI	SAT
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30



## THE OFFER OF THE COLLEGE

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To be at home in all lands and all ages;  
To count Nature a familiar acquaintance,  
And Art an intimate friend;  
To gain a standard for the appreciation of others' work  
And the criticism of your own;  
To carry the keys of the world's library in your pocket,  
And feel its resources behind you in whatever task you undertake;  
To make hosts of friends...  
Who are to be leaders in all walks of life;  
To lose yourself in generous enthusiasms  
And cooperate with others for common ends—  
This is the offer of the college for the best four years of your life.

Adapted from the original "Offer of the College," published in 1906 as the foreword to *The College Man and the College Woman* by William DeWitt Hyde, seventh president of Bowdoin College (1885–1917).

# ADMISSION TO THE COLLEGE

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Each year the Admissions Committee at Bowdoin College evaluates applications for admission through its three application programs: Early Decision I, Early Decision II, and Regular Decision. The College strives to attract a diverse, multitalented, intellectually adventurous student body. In selecting the first-year class, the Committee pays close attention to a variety of factors; these include a student's academic achievements, extracurricular involvements, and potential to contribute to the Bowdoin community.

Bowdoin requires all applicants to submit the Common Application and the Bowdoin supplement. The Common Application is available online and provides students a uniform framework to present their credentials.

While no single factor determines a candidate's eligibility for admission, Bowdoin College is, first and foremost, an academic institution. Therefore, an applicant's high school performance and the level of challenge represented by the coursework are of particular concern to the members of the Admissions Committee. Each applicant must make arrangements with the appropriate high school administrator to submit all official high school transcripts. The Admissions Committee strives to understand each student's performance in the proper context and therefore requires high school administrators to submit a Secondary School Report (SSR) and a High School Profile. Doing so enables the Committee to properly interpret the information presented on the transcript(s). Ideally, the profile illuminates individual high school policies regarding issues such as weighting of grades, rank in class, Honors/AP/IB course offerings, etc. Comments from school officials on the SSR as well as letters of recommendation from two teachers who have taught the student in an academic core subject (core subjects include English, math, lab sciences, social sciences, and foreign languages) can also help the Admissions Office better understand a prospective student's preparation for Bowdoin. Since 1969, the College has made the submission of standardized testing an optional part of the application. Prospective students may decide whether or not their individual test results will enhance their academic profile and application. Exceptions to the score optional policy include home-schooled students and students who attend high schools that do not issue grades. These applicants are required to submit results from either the ACT or the SAT and two SAT subject tests. The subject tests must include either Math Level 1 or Math Level 2 and a science test.

Because of the residential nature of the College, the strong emphasis on community values, and a core belief in collaboration and the open exchange of ideas both in and beyond the classroom, the Admissions Committee does not limit its assessment to a student's transcript and testing. Students have the opportunity, through the personal statement and the supplement, to reveal the quality and depth of their thinking, their ability to communicate ideas in writing, and how they approach learning and the opportunity to interact with others. Students also detail the activities that have captured their interest, areas of accomplishment and recognition, and how they have focused their energies outside the classroom. When possible, applicants are encouraged to visit the campus for an interview or to meet with an alumni representative. On-campus interviews are available from late May until early December. Students who choose to interview with a Bowdoin alumnus or alumna must submit their requests before December 7, 2012.

All Early Decision and Regular Decision admissions decisions for U.S. citizens and permanent residents are made under a "need blind" policy. Under this policy, an applicant's financial resources are not a factor in determining whether or not the student will be admitted. While Bowdoin is committed to enrolling students from overseas, the College does observe a strict budget when supporting non-residents. Therefore, admission for non-U.S. citizens may take a family's financial resources into consideration. To be eligible for financial assistance, international students must apply for aid when submitting their application for admission. All students who anticipate needing financial aid are required to complete an aid application. See Financial Aid, page 11, for more details.

More information: [bowdoin.edu/admissions/](http://bowdoin.edu/admissions/).

# FINANCIAL AID

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At Bowdoin, more than 43 percent of enrolled students receive some amount of grant assistance to help pay for college costs. Grant assistance is money that reduces billed charges on a dollar-for-dollar basis and does not need to be repaid. With the exception of transfer, international, and admitted wait-list students, admission to Bowdoin is “need blind”—that is, students are admitted without regard to their economic need.

Eligibility for Bowdoin grant assistance is “need based,” determined through analysis of income, asset, and tax information submitted on the CSS Profile, federal FAFSA, and federal income tax returns. Bowdoin does not offer merit based scholarships or grants, with the exception of those awarded through the National Merit Scholarship program.

Eligibility for Bowdoin grant assistance is based on a proprietary need analysis system developed over many years and modeled after the College Board’s institutional methodology (IM). Eligibility for state and federal assistance is based on the federal methodology (FM). As such, awards may vary from college to college, depending on the need analysis methodology employed.

Grant awards are based on a family’s financial capacity to contribute to college costs, as determined by the College. Willingness to contribute does not influence financial aid decisions. Financial aid is intended to supplement family resources to enable students from all economic backgrounds to attend Bowdoin.

Bowdoin meets calculated need with student employment funds and grant money from federal, state, and institutional sources. If parents need help paying remaining billed charges, students may elect to borrow up to \$5,500 in low interest, federal Stafford loan money.

Most Bowdoin students work during the summer and approximately 70 percent work on campus during the academic year to pay for books, supplies, personal expenses, and travel.

In most cases, receipt of private merit scholarships from local sources does not affect Bowdoin grant awards.

Award decisions are determined annually. Awards can increase from year to year because of tuition increases or reduction in income, for example. Awards can also decrease because of higher family income or fewer children attending undergraduate college.

Bowdoin’s need analysis practices are based on principles of fairness and equal treatment. Families with similar financial circumstances receive similar levels of grant support.

More information: [bowdoin.edu/studentaid/](http://bowdoin.edu/studentaid/).

# EXPENSES

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## COLLEGE CHARGES

Fees for the 2012–2013 academic year are listed below. Travel, books, and personal expenses are not included; the student must budget for such items on his/her own. For planning purposes, students and parents should anticipate that tuition and other charges will increase each year to reflect program changes and other cost increases experienced by the College.

	By Semester	Full Year
Tuition*	\$21,838	\$43,676
Housing	2,810	5,620
Board (19-meal plan)	3,195	6,390
Student Activities Fee*	221	442
Class Dues*:		
Seniors	30	60
Other classes	15	30

Health Insurance (*See Health Care section, page 13.*)

\* Required fees for all students.

## Off-Campus Study Fee

The College assesses a fee for participation in off-campus study programs for which Bowdoin degree credit is desired. The fee for 2012–2013 is \$1,000 per program.

## Registration and Enrollment

All continuing students are required to register for courses during registration week of the prior semester in accordance with the schedules posted at the College. Any student who initially registers after the first week of classes must pay a \$20 late fee. All students are further required to submit an Enrollment Form by the end of the first week of classes. While registration places students in courses, the Enrollment Form serves to notify the College that the student is on campus and attending classes. A fee of \$20 is assessed for late submission of the Enrollment Form.

## Refunds

Students leaving the College during the course of a semester are refunded tuition and fees based on the following schedule:

During the first two weeks.....	80%
During the third week.....	60%
During the fourth week.....	40%
During the fifth week.....	20%
Over five weeks.....	No refund

After adjustments for fixed commitments and applicable overhead expense, refunds for room and board are prorated on a daily basis in accordance with the student's attendance based on

the College's calendar. Students who are dismissed from the College within the first five weeks for other than academic or medical reasons are not entitled to refunds. Financial aid awards will be credited in proportion to educational expenses, as stipulated in a student's award letter, but in no case will they exceed total charges to be collected. Title IV funds will be refunded in accordance with federal regulations. Refunds will be made within thirty days of the student's departure.

### **Financial Aid**

There are opportunities at Bowdoin to receive financial aid in meeting the charge for tuition. Information about scholarships and other financial aid may be found on page 11.

### **Room and Board**

First-year students and sophomores are guaranteed housing and are required to live on campus. Entering first-year students may indicate their residence needs on a preference card issued by the Residential Life Office during the summer preceding their arrival at Bowdoin. The director of Residential Life coordinates housing accommodations for the remaining classes through a lottery system.

Residence hall suites consist of a study and bedroom, provided with essential furniture. Students should furnish blankets and pillows; linen and laundry services are available at moderate cost. College property is not to be removed from the building or from the room in which it belongs; occupants are held responsible for any damage to their rooms or furnishings.

Board charges are the same regardless of whether a student eats at the Moulton Union or Thorne Hall. Students who live in Bowdoin facilities, except apartments and a few other student residences, are required to take a 19-meal, 14-meal, or 10-meal residential board plan. First-year students are required to take the 19-meal plan for their entire first year on campus. Students living in College apartments or off campus may purchase a 9-meal or declining balance board plan or one of the residential plans, if they choose.

### **Other College Charges**

All damage to the buildings or other property of the College by persons unknown may be assessed equally on all residents of the building in which the damage occurred. The Student Activities Fee is set by the student government, and its expenditure is allocated by the Student Activities Fee Committee.

### **Health Care**

The facilities of The Peter Buck Center for Health and Fitness and the Counseling Service are available to all students. All students must maintain health insurance coverage while enrolled at Bowdoin. The College offers its own policy for those students who do not carry comparable insurance. The College's policy provides year-round coverage, whether a student is enrolled at Bowdoin or in an approved off-campus study program. The full-year accident and sickness insurance plan costs \$1,231.

A pamphlet specifying the coverage provided by the student health policy is available from the health center and will be mailed in the summer preceding the policy year. Any costs not covered by the insurance will be charged to the student's account.

## EXPENSES

### Motor Vehicles

All motor vehicles, including motorcycles and motor scooters, used on campus or owned and/or operated by residents of any College-owned residence must be registered with the Office of Safety and Security. The registration decals cost \$40 and are valid for the academic year in which they are purchased. Vehicles must be reregistered each academic year. Students wishing to register a vehicle for a period of time less than one semester must make special arrangements with the Office of Safety and Security. All students maintaining motor vehicles at the College are required to carry adequate liability insurance. The College assumes no responsibility for the security of or damage to vehicles parked on campus. Parking on campus is limited and students will be assigned parking space based on availability. Comprehensive information regarding motor vehicles and campus parking is available at [bowdoin.edu/security/parking/index.shtml](http://bowdoin.edu/security/parking/index.shtml) and in the *Bowdoin College Student Handbook* online.

### PAYMENT OF COLLEGE BILLS

By registering for courses, a student incurs a legal obligation to pay tuition and fees. This debt may be canceled only if a student officially withdraws from the College before the start of classes. Students' accounts must be current (namely, payment of all outstanding balances, including any past due balances) for semester enrollment and course registration to occur. A student with a past due account will not be permitted to register for courses or to enroll without the written consent of the College. After the first week of classes, students who have not enrolled for any reason are dropped from courses. A student's access to his/her residence hall, meal plan, and the library is deactivated at that time. The student is placed on an involuntary leave of absence for the semester (see Academic Standards and Regulations, pages 21–35). Degrees, diplomas, and transcripts are not available to students with overdue accounts.

Bills for tuition, board, room rent, and fees for the fall and spring semesters are generated and posted online in July and December, respectively. Bills are delivered electronically to students who are enrolled or who are participating in off-campus study programs. E-mail notifications are directed to the student's Bowdoin e-mail account. Payment for each semester is due 30 days from the billing date.

Payment may be made by the semester due date, by installment payment plan over the course of the semester, or by combining the two options. Bowdoin does not have its own in-house payment plan. Students may choose from two outside installment payment plan agencies offered: Sallie Mae's TuitionPay and Tuition Management Systems (TMS). Credit cards are not accepted by Bowdoin College in payment of college charges.

# A LIBERAL EDUCATION AT BOWDOIN COLLEGE

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William DeWitt Hyde's "The Offer of the College" (page 9) spelled out a vision of the aspirations of a liberal education appropriate to the early twentieth century. Many elements of it still have currency more than one hundred years later. At the beginning of the twenty-first century, a vastly changed College in a dramatically altered world provides a related but expanded offer—of intellectual challenge and personal growth in the context of an active and engaged learning community closely linked to the social and natural worlds.

A liberal education cultivates the mind and the imagination; encourages seeking after truth, meaning, and beauty; awakens an appreciation of past traditions and present challenges; fosters joy in learning and sharing that learning with others; supports taking the intellectual risks required to explore the unknown, test new ideas, and enter into constructive debate; and builds the foundation for making principled judgments. It hones the capacity for critical and open intellectual inquiry—the interest in asking questions, challenging assumptions, seeking answers, and reaching conclusions supported by logic and evidence. A liberal education rests fundamentally on the free exchange of ideas—on conversation and questioning—that thrives in classrooms, lecture halls, laboratories, studios, dining halls, playing fields, and residence halls. Ultimately, a liberal education promotes independent thinking, individual action, and social responsibility.

Since its opening in 1802, Bowdoin has understood the obligation to direct liberal education toward the common good. In the twenty-first century, that obligation is stronger than ever. The challenge of defining a "common good" and acting on it is highlighted, however, in an interconnected world of widely varied cultures, interests, resources, and power. To prepare students for this complexity, a liberal education must teach about differences across cultures and within societies. At the same time, it should help students understand and respect the values and implications of a shared natural world and human heritage. By doing so, a liberal education will challenge students to appreciate and contend with diversity and the conflicts inherent in differing experiences, perspectives, and values at the same time that they find ways to contribute to the common project of living together in the world.

Although a liberal education is not narrowly vocational, it provides the broadest grounding for finding a vocation by preparing students to be engaged, adaptable, independent, and capable citizens.

A student in a residential liberal arts college is removed from many of the immediate responsibilities of daily adult life, making the four years of education extraordinarily privileged ones. Such an education, however, must engage that world—both contemporary and historical, both local and global. This engagement comes through individual and group research, service learning, volunteer activities, summer internships, off-campus study, and more.

The success of a Bowdoin education is evident in the capacity of graduates to be informed and critically analytic readers of texts, evidence, and conclusions; to be able to construct a logical argument; to communicate in writing and speaking with clarity and self-confidence; to understand the nature of artistic creation and the character of critical aesthetic judgment; to have the capacity to use quantitative and graphical presentations of information critically and confidently; and to access, evaluate, and make effective use of information resources in varied forms and media. These fundamental capacities serve as crucial supports for a commitment to active intellectual inquiry—to taking independent and multifaceted approaches to solving complex problems; knowing how to ask important and fruitful questions and to pursue answers critically and effectively; sharing in the excitement of discovery and creativity; and being passionately committed to a subject of study. Graduates should thus have the ability to engage competing views critically, to make principled judgments that inform their practice, and to work effectively with others as informed citizens committed to constructing a just and sustainable world.

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Bowdoin students must design an education in the context of their own developing goals and aspirations and in relation to the College's vision of a liberal education, its distribution requirements, and the requirements of a major field of study. The distribution requirements encourage exploration and broaden students' capacities to view and interpret the world from a variety of perspectives; the major program challenges students to develop a deeper understanding and self-assurance as independent and creative contributors to an area of study. Throughout their four years, students build intellectual capabilities, self-confidence as independent thinkers and problem-solvers, and come to know the pleasures of discovering and developing proficiencies in new areas of knowledge. A liberal education founded in both breadth and depth teaches students how to continue learning as the world changes and demands new perspectives, knowledge, and skills.

The College's curriculum introduces students to academic disciplines that bring conceptual and methodological traditions to bear in teaching disciplined inquiry, analysis, argument, and understanding. Students choose a major, using the departmental or interdisciplinary approaches available at Bowdoin, as a way to engage a discipline in depth. Furthermore, they must distribute their courses across the curriculum in order to broaden awareness of the varying ways that academic fields make sense of the world.

Bowdoin offers a course of study leading to the degree of Bachelor of Arts. The College requires students to seek breadth in their education through a modest set of distribution and division requirements that stimulate students to explore the curriculum more widely on their own. To graduate, a student must also complete an approved major.

Designing an education is an education in itself. The most fulfilling liberal arts education cannot be fully planned before the first day of class because such mapping would not permit the many new paths for exploration that students discover as they learn about unfamiliar fields, find exciting questions and ideas, and uncover unanticipated interests and talents. Nor can a challenging education emerge if a student selects courses one by one each semester; a liberal education is much more than the sum of thirty-two credits. Bowdoin College permits a wide set of choices to enable students to broaden their views of the world and of their own talents and interests, and to deepen their knowledge and capacities. Designing an education thus requires self-examination, careful thought, substantial flexibility, some intellectual daring, and the wise counsel of academic advisors.

A vital part of the educational experience takes place in the interaction between students and their academic advisors. Each student is assigned a pre-major academic advisor at the start of the first year. The pre-major academic advising system is intended to help students take full advantage of the first two years of Bowdoin and begin to plan the remaining years. It provides a framework within which a student can work with a faculty member to make informed academic decisions. Such a partnership is particularly important during the period of transition and adjustment that typically takes place during the first year in college. Academic advisors may make recommendations about courses, combinations of courses, or direct students towards other resources of the College. They may also play a role at moments of academic difficulty. The effectiveness of the system depends on the commitment of the student and the advisor. Students must declare their majors by early in the fourth semester of their college enrollment and afterwards are advised by members of their major departments.



## ACADEMIC REQUIREMENTS FOR THE DEGREE

To qualify for the bachelor of arts degree, a student must have:

Successfully passed thirty-two full-credit courses (or the equivalent);

Spent four semesters (successfully passed sixteen credits) in residence, at least two semesters of which have been during the junior and senior years;

By the end of the second semester in college, completed a first-year seminar;

Completed at least one full-credit course (or the equivalent) in each of the following five distribution areas—mathematical, computational, or statistical reasoning; inquiry in the natural sciences; exploring social differences; international perspectives; and visual and performing arts; these should normally be completed by the end of the fourth semester in college;

Completed at least one full-credit course (or the equivalent) in each of the following three divisions of the curriculum—natural science and mathematics, social and behavioral sciences, and humanities (in addition to the required course in the visual and performing arts); and

Completed an approved major.

No student will ordinarily be permitted to remain at Bowdoin for more than nine semesters of full-time work.

## DISTRIBUTION REQUIREMENTS

Students must take at least one full-credit course (or the equivalent) in each of the following five distribution areas:

***Mathematical, Computational, or Statistical Reasoning.*** These courses enable students to use mathematics and quantitative models and techniques to understand the world around them either by learning the general tools of mathematics and statistics or by applying them in a subject area. (Designated by **MCSR** following a course number in the course descriptions.)

***Inquiry in the Natural Sciences.*** These courses help students expand their scientific literacy through an acquaintance with the natural sciences and with the types of inquiry in those disciplines, developed by engagement in active and rigorous study of scientific problems. (Designated by **INS** following a course number in the course descriptions.)

***Exploring Social Differences.*** These courses develop awareness, understanding, and skills of analysis for examining differences such as those in class, environmental resources, ethnicity, gender, race, religion, and sexual orientation across and within societies and the ways that these are reflected in and shaped by historical, cultural, social, political, and economic processes. (Designated by **ESD** following a course number in the course descriptions.)

***International Perspectives.*** These courses assist students in gaining a critical understanding of the world outside the United States, both contemporary and historical. (Designated by **IP** following a course number in the course descriptions.)

***Visual and Performing Arts.*** These courses help students expand their understanding of artistic expression and judgment through creation, performance, and analysis of artistic work in the areas of dance, film, music, theater, and visual art. (Designated by **VPA** following a course number in the course descriptions.)

First-year seminars, independent study courses, and honors projects do not fulfill any of the five Distribution Requirements. Further, these requirements may not be met by Advanced Placement or International Baccalaureate credits, and may only be satisfied with courses taken

## THE CURRICULUM

at Bowdoin. These requirements should be completed by the end of the student's fourth semester in college. A course will be counted as meeting a Distribution Requirement if a student earns a grade of D or better; courses will not be counted if they are elected to be taken on a nongraded (Credit/D/Fail) basis, though courses will count if they are required to be taken on a nongraded basis. Students may not count the same course toward more than one Distribution Requirement.

Also note that the requirement of completing a first-year seminar will not be met if the seminar is taken on a nongraded (Credit/D/Fail) basis.

### DIVISION REQUIREMENTS

Students must take at least one full-credit course (or the equivalent) from each of the following three divisions of the curriculum.

***Natural Science and Mathematics:*** Designated by the letter **a** following a course number in the course descriptions.

***Social and Behavioral Sciences:*** Designated by the letter **b** following a course number in the course descriptions.

***Humanities:*** Designated by the letter **c** following a course number in the course descriptions.

Like the Distribution Requirements, Division Requirements may not be met by Advanced Placement or International Baccalaureate credits, and may only be satisfied with courses taken at Bowdoin. A course will be counted as meeting a Division Requirement if a student earns a grade of D or better; courses will not be counted if they are elected to be taken on a nongraded (Credit/D/Fail) basis, though courses will count if they are required to be taken on a nongraded basis. With one exception, students may count the same course to meet a division and a distribution requirement. The exception is a course that is designated to meet the humanities division requirement and the visual and performing arts distribution requirement; students may not count such a course to meet both requirements.

### THE MAJOR PROGRAMS

Students may choose one of six basic patterns to satisfy the major requirement at Bowdoin: a departmental major, two departmental majors (a double major), a coordinate major, an interdisciplinary major, a student-designed major, or any of the preceding with a departmental minor. The requirements for completing specific majors and minors are presented in detail in the section describing the courses offered by each department, beginning on page 39. Interdisciplinary majors are described beginning on page 219.

Students should have ample time to be exposed to a broad range of courses and experiences before focusing their educational interests and so do not declare their majors until the fourth semester of their college enrollment. Students are required to declare their majors before registering for courses for the junior year or applying to participate in off-campus study programs. Students declare their majors only after consultation with a major academic advisor(s). Since some departments have courses that must be passed or criteria that must be met before a student will be accepted as a major, students are encouraged to think well in advance about possible majors and to speak with faculty about their educational interests. Students may change their majors after consultation with the relevant departments, but they may not declare a new major after the first semester of the senior year. Special procedures exist for interdisciplinary and student-designed majors. These are described below.

## Departmental and Program Majors

Departmental and program majors are offered in the following areas:

Africana Studies	German
Anthropology	Government and Legal Studies
Art History	History
Asian Studies	Latin American Studies
Biochemistry	Mathematics
Biology	Music
Chemistry	Neuroscience
Classical Archaeology	Philosophy
Classical Studies	Physics
Classics	Psychology
Computer Science	Religion
Earth and Oceanographic Science	Romance Languages
Economics	Russian
English	Sociology
French	Spanish
Gender and Women's Studies	Visual Arts

A student may choose to satisfy the requirements of one department or program (single major) or to satisfy all of the requirements set by two departments or programs (double major). A student who chooses a double major may drop one major at any time.

## Coordinate Major

The coordinate major encourages specialization in an area of learning within the framework of a recognized academic discipline. The coordinate major is offered only in relation to the Environmental Studies Program. For a specific description of this major, see pages 135–151.

## Interdisciplinary Major

Interdisciplinary majors are designed to tie together the offerings and major requirements of two separate departments by focusing on a theme that integrates the two areas. Such majors usually fulfill most or all of the requirements of two separate departments and usually entail a special project to achieve a synthesis of the disciplines involved.

Anticipating that many students will be interested in certain patterns of interdisciplinary studies, several departments have specified standard requirements for interdisciplinary majors. These are:

- Art History and Archaeology
- Art History and Visual Arts
- Chemical Physics
- Computer Science and Mathematics
- English and Theater
- Eurasian and East European Studies
- Mathematics and Economics
- Mathematics and Education

For complete descriptions of these interdisciplinary majors, see pages 219–223.

A student may take the initiative to develop an interdisciplinary major not specified in the Catalogue by consulting with the chairs of the two major departments. Students who do so must have their program approved by the Curriculum Implementation Committee. Students

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must submit their proposals to the Curriculum Implementation Committee by December 1 of their sophomore year. A student may not select an interdisciplinary major after the junior year.

### Student-Designed Major

Some students may wish to pursue a major program that does not fit the pattern of a departmental major, a coordinate major, or an interdisciplinary major. In such cases, a student may work with two faculty members to develop a major program that demonstrates significant strength in at least two departments. Such strength is to be shown in both the number and pattern of courses involved. A synthesizing project is required. Guidelines for the development of student-designed majors are available from the Office of the Registrar. Student-designed majors require the approval of the Curriculum Implementation Committee. Students must submit their proposals to the Curriculum Implementation Committee by December 1 of their sophomore year.

### The Minor

Most departments and programs offer one or more minor programs consisting of no fewer than four courses and no more than seven courses, including all prerequisites. A minor program must be planned with and approved by both the student's major and minor departments no later than the end of the first semester of the senior year. A minor may be dropped at any time.

The following departments and programs offer a minor:

Africana Studies	Film Studies*
Anthropology	Gay and Lesbian Studies*
Art (Art History or Visual Arts)	Gender and Women's Studies
Asian Studies (Asian Studies, Chinese, or Japanese)	German
Biology	Government and Legal Studies
Chemistry	History
Classics (Archaeology, Classical Studies, Classics, Greek, or Latin)	Latin American Studies
Computer Science	Mathematics
Dance*	Music
Earth and Oceanographic Science	Philosophy
Economics (Economics or Economics and Finance)	Physics
Education* (Education Studies or Teaching)	Psychology
English	Religion
Environmental Studies	Romance Languages (French, Italian, or Spanish)
	Russian
	Sociology
	Theater*

*\* These departments and programs offer only a minor.*

# ACADEMIC STANDARDS AND REGULATIONS

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## INFORMATION ABOUT COURSES

### Course Credit

Bowdoin courses typically meet for three hours a week, with the anticipation that additional time may be spent in lab, discussion group, film viewings, or preparatory work. Most courses earn one credit each. Music and dance performance courses generally earn one-half credit each. The one exception is Advanced Individual Performance Studies in music, which earn one credit each.

Typically, a course may only satisfy the requirements for one major or minor. Upon the consent of both departments, a maximum of one course may be used to meet the requirements of two majors or a major and a minor.

### Course Load

All students at Bowdoin are full-time students and, in order to make normal progress toward the degree, are expected to enroll in no fewer than four credits each semester. Students may not take more than four credits while on academic probation without approval from the Recording Committee. Seniors may be required to take one course per semester in their major department, at the department's discretion.

No extra tuition charge is levied upon students who register for more than four credits, and, by the same token, no reduction in tuition is granted to students who choose to register for fewer than four credits during any of their eight semesters at Bowdoin. A student may be granted a tuition reduction for taking fewer than three credits *only* if a ninth semester is required to complete the degree *and* he or she has previously been a full-time Bowdoin student for eight semesters. All such appeals should be made in writing to the Dean of Student Affairs and the Senior Vice President for Finance and Administration & Treasurer.

### Attendance and Examinations

Students are expected to attend the first meeting of any course in which they are enrolled. Students who do not attend the first meeting may be dropped from the course at the discretion of the instructor, but only if the demand for the course exceeds the enrollment limit. Otherwise, Bowdoin has no class attendance requirements, but individual instructors may establish specific attendance expectations. At the beginning of each semester, instructors will make clear to students the attendance regulations of each course. If expectations are unclear, students should seek clarification from their instructors.

Attendance at examinations is mandatory. An absence from any examination, be it an hour examination or a final examination, may result in a grade of F. In the event of illness or other unavoidable cause of absence from examinations, instructors may require documentation of excuses from the Office of the Dean of Student Affairs after consultation with the Health Center or the Counseling Service. Students bear ultimate responsibility for arranging make-up or substitute coursework. In unusual cases (family and personal emergencies, illness, etc.), examinations may be rescheduled by agreement of the course instructor and a dean.

Final examinations of the College are held at the close of each semester and must be given according to the schedule published each semester by the Office of the Registrar. No examinations may be given nor extra classes scheduled during Reading Period. All testing activity is prohibited during Reading Period including, but not limited to, take-home exams,

## ACADEMIC STANDARDS AND REGULATIONS

final exams, and hour exams. All academic work, except for final examinations, final papers, final lab reports, and final projects, is due on or before the last day of classes; although instructors may set earlier deadlines, they may not set later deadlines. All final academic work, including final examinations, final papers, final lab reports, and final projects is due at or before 5:00 p.m. on the last day of the final examination period; although instructors may set earlier deadlines, they may not set later deadlines. In all cases, students should consult their course syllabi for specific deadlines for specific courses. The deadline for submitting final, approved Honors projects for the Library is determined by the College.

Athletics and other extracurricular activities do not exempt students from the normal policies governing attendance at classes and examinations. When conflicts arise, students should immediately discuss possible alternatives with course instructors. At times, however, students may find themselves having to make serious choices about educational priorities.

A student with **three** hour examinations in one day or three **final** examinations in two days may reschedule one for a day mutually agreeable to the student and the instructor. Other changes may be made for emergencies or for educational desirability, but only with the approval of the Dean's Office.

Also, no student is required to take an examination or fulfill other scheduled course requirements on recognized major religious holidays and Martin Luther King Jr. Day. The College encourages instructors to avoid scheduling examinations on the following holidays:

2012:

Rosh Hashanah*	September 16–18
Yom Kippur*	September 25–26

2013:

Martin Luther King Jr. Day	January 21
First Day of Passover	March 25
Good Friday	March 29
Easter	March 31

*\* Holidays begin at sundown on the earlier date shown.*

## Course Registration and Course Changes

Registration for each semester is completed by submitting the Course Registration Card. Since most courses have maximum and minimum enrollment limits, as well as course prerequisites or enrollment priorities, students cannot be certain they will be enrolled in their top-choice courses. Consequently, the registration card should list four full-credit courses and up to two alternate courses for each. The card must be signed by the pre-major academic advisor (first-year students and sophomores) or the major department advisor(s) (juniors and seniors), and must be presented to the Office of the Registrar by 5:00 p.m. on the day specified in the registration instructions. Students receive initial notification of their courses within a few days, and Phase II Registration then gives students the opportunity to adjust their schedules. Students who are studying away are strongly encouraged to register at the same time that students are registering on campus; the Office of the Registrar website provides the necessary schedules and forms so that registration may be done electronically. All registration information may be found on the website at [bowdoin.edu/registrar](http://bowdoin.edu/registrar).

Registration for continuing students occurs at the end of the prior semester, generally about four weeks before final examinations. Registration for new students occurs during orientation.

Enrollment in courses is complete only when students submit the Enrollment Form, which must be submitted by the end of the first week of classes. This form verifies that a student is on campus and attending classes. A student who does not submit the Enrollment Form may be removed from all classes and barred from using many of the services of the College, including, but not limited to, dining services, library services, and fitness services. Enrollment Forms submitted late are subject to a \$20 fine. Any student who registers initially for courses after the first week of classes must pay a \$20 late fee.

Once classes begin, students may adjust their course schedules by submitting an Add/Drop card to the Office of the Registrar. Students have two weeks to make the necessary adjustments to their schedules. An instructor will allow a student to add a course if the following three conditions have been met: (1) the student has the necessary qualifications, including but not limited to the course prerequisites; (2) the approved maximum class size limit has not been reached; and (3) the student and instructor have agreed on how missed class material and assignments will be managed. No course may be added or dropped after the second week of classes. Students in their first semester at Bowdoin, however, have an extended drop period of six weeks; this longer period for new students recognizes the fact that new students sometimes undergo a period of adjustment to college-level work. Anyone who wants to add or drop a course after the two-week deadline must petition the Recording Committee, except for first-semester students who may drop through the sixth week with the permission of their dean and advisor. Generally petitions are only approved if the student can show extreme personal or medical reasons for the lateness of the change. Any course dropped after the deadline will appear on the transcript with a grade of W (for withdrew). Late adds will require that the student has been attending the course from the very beginning of the semester. Documentation may be required. Course changes made after the deadline will require payment of a \$20 late fee per change, unless the change is made for reasons outside the control of the student.

A student will not receive a grade for a course unless he or she has completed and submitted the forms to register for or add the course. Also, a student will receive a failing grade for a course he or she stops attending unless a drop form has been completed and submitted before the deadline. Students are expected to monitor their records in Bearings, the College's student information system; this includes monitoring the courses for which they are registered. The student bears ultimate responsibility for completing and submitting forms that provide the College with an accurate record of the student's course schedule.

### **Independent Study**

With approval of a project director, a student may elect a course of independent study for which regular course credit will be given. A department will ordinarily approve one or two semesters of independent study. Where more than one semester's credit is sought for a project, the project will be subject to review by the department at the end of the first semester. In special cases, the Recording Committee, upon recommendation of the department, may extend credit for additional semester courses beyond two.

There are normally two levels of independent study and each should be registered for under the appropriate course number. A directed reading course designed to allow a student to explore a subject not currently offered within the curriculum shall be numbered **291–294**. An independent study that will culminate in substantial and original research; or in a fine arts, music, or creative writing project; or that is part of a departmental honors program shall be numbered **401** or higher. Collaborative studies allow students to work in small groups guided

## ACADEMIC STANDARDS AND REGULATIONS

by a member of the faculty. Intermediate collaborative studies are numbered **299**; advanced collaborative studies are numbered **405**. Independent and collaborative studies may not be taken on a Credit/D/Fail basis.

In independent study and honors courses that will continue beyond one semester, instructors have the option of submitting at the end of each semester, except the last, a grade of S (for Satisfactory) in place of a regular grade. Regular grades for each of the individual semesters of the course shall be submitted at the end of the final semester.

### Course Grades

Course grades are defined as follows: A, the student has mastered the material of the course and has demonstrated exceptional critical skills and originality; B, the student has demonstrated a thorough and above average understanding of the material of the course; C, the student has demonstrated a thorough and satisfactory understanding of the material of the course; D, the student has demonstrated a marginally satisfactory understanding of the basic material of the course (only a limited number of D grades may be counted toward the requirements for graduation); F, the student has not demonstrated a satisfactory understanding of the basic material of the course. Plus (+) or minus (–) modifiers may be added to B and C grades; only the minus (–) modifier may be added to the A grade.

Faculty report grades to the Office of the Registrar at the close of the semester. Each student in each course must be given a grade by the grade submission deadline as established by the Registrar. Grade reports are available to students in Bearings shortly after the grade submission deadline.

Once reported, no grade is changed (with the exception of clerical errors) without the approval of the Recording Committee. Grades cannot be changed on the basis of additional student work without prior approval of the Recording Committee. If students are dissatisfied with a grade received in a course, they should discuss the problem with the instructor. If the problem cannot be resolved in this manner, the student should consult with the chair of the department and, if necessary, with a dean, who will consult with the department as needed. The student may request a final review of the grade by the Recording Committee.

Most departments will not accept as prerequisites, or as satisfying the requirements of the major, courses for which a grade of D has been given. Questions should be referred directly to the department chair. Students who receive a grade of D or F in a course may retake the course. Both courses and both grades will appear on the transcript, but only one course credit will be given for successful completion of a given course.

### Credit/D/Fail Option

A student may choose to take a limited number of courses with the Credit/D/Fail grading option as opposed to earning regular letter grades. Courses to be taken on a Credit/D/Fail basis should be so indicated on the registration card or add/drop card. A course may be changed from letter grades to Credit/D/Fail or vice versa up until the end of the sixth week of classes. When a student chooses the Credit/D/Fail grading option, a grade of CR (credit) is given if the student produces work at a level of C- or above, a grade of D is given if the student produces work at a D level, and a grade of F is given otherwise.

In any given semester, a student must be enrolled in a minimum of 4.0 total credits to elect the Credit/D/Fail grading option for a course. A student who has 5.0 or more credits in his/her semester course load may elect to take an additional course on a Credit/D/Fail basis. A student may elect the Credit/D/Fail grading option for up to four courses within the 32



credits required for graduation; courses in excess of the 32 credits required may be taken Credit/D/Fail without limit as to number, beginning with the semester following the one in which the 32 credits are completed and as long as the semester course load totals 4.0 credits or more. Courses that are only graded Credit/D/Fail (music ensemble and dance and theater performance courses, as examples) are not counted within these restrictions.

Most departments require that all courses taken to satisfy requirements for the major or minor be taken for regular letter grades. Courses taken to satisfy the College's first-year seminar requirement must be graded with regular letter grades, and courses satisfying distribution and division requirements must also be taken for regular letter grades (unless CR, D, and F are the only grades given for the course). An independent study or honors project may not be taken on a Credit/D/Fail basis.

A grade of CR (credit) will not count toward a student's GPA. A grade of D or F received on the Credit/D/Fail grading scale will count toward a student's GPA, and it will count toward academic standing (probation, suspension, and dismissal).

### **Incompletes**

The College expects students to complete all course requirements as established by instructors. In unavoidable circumstances (personal illness, family emergency, etc.) and with approval of the dean of student affairs and the instructor, a grade of Incomplete may be recorded.

An Incomplete represents a formal agreement among the instructor, a dean, and the student for the submission of unfinished coursework under prescribed conditions. Students must initiate their request for an Incomplete on or before the final day of classes by contacting a dean. If the Incomplete Agreement Form has not been approved and received in the Office of the Registrar by the grade submission deadline and no other grade has been assigned, a grade of F will be recorded. If the Incomplete Agreement Form has been approved and signed by all necessary individuals, a date is set by which time all unfinished work must be submitted. In all cases, students are expected to finish outstanding coursework in a period of time roughly equivalent to the period of distraction from their academic commitments. In no case will this period of time extend beyond the end of the second week of classes of the following semester. The instructor should submit a final grade within two weeks of this date. If the agreed-upon work is not completed within the specified time limit, the Office of the Registrar will change the Incomplete to Fail or ask the instructor to give a grade based on work already completed. Extensions must be approved by the dean of student affairs. Any exceptions to these rules may require approval of the Recording Committee.

### **Comment, Failure, and Distinction Cards**

Faculty should communicate the progress of students in their classes periodically through Comment Cards. The written observations alert students, academic advisors, and the deans to potential problems confronting students. They can also be used by faculty to highlight improvement or successes. Students should view comment cards as academic progress reports providing warnings or highlighting achievements. When comment cards are used for warning purposes, the student should immediately seek out his or her instructor to discuss strategies for improvement. Academic advisors and deans can also be very helpful in developing strategies for improvement and identifying existing support services and resources, but it is the student's responsibility to seek out each of these people. Not all course instructors utilize Comment Cards so students should not rely on this form of communication as their only source of feedback regarding their progress or standing in a course.

## ACADEMIC STANDARDS AND REGULATIONS

At the end of each semester, instructors issue Failure Cards to students who fail courses. These notations provide precise reasons for a student's failing grades. Students and academic advisors generally find these comments instructive as they plan future coursework. In some cases, when a student has performed exceptionally well or has accomplished something that is particularly noteworthy, an instructor may issue a Distinction Card at the end of the semester.

### Transcripts

The Office of the Registrar will furnish official transcript copies upon written request. There is no charge for transcripts unless it is requested that materials be sent by an overnight delivery service.

### Statement of Student Responsibility

The College Catalogue is available online to every Bowdoin student at [bowdoin.edu/catalogue](http://bowdoin.edu/catalogue). Also, students have access to their academic records on Bearings, the College's student information system. In all cases, the student bears ultimate responsibility for reading and following the academic policies and regulations of the College and for notifying the Office of the Registrar of any problems in his or her records.

## THE AWARD OF HONORS

### General Honors

General honors (or Latin honors) are awarded with the degree on the basis of an average of all grades earned at Bowdoin, with a minimum of sixteen credits required for the computation. To compute the average, an A is assigned four points; a B, three points; a C, two points; a D, one point; and an F, zero points. Plus (+) or minus (–) modifiers add or subtract three-tenths of a point (0.3). Half-credit courses are weighted as one-half course. Credit grades are omitted from the computation, but a D or F grade received in a course taken on a Credit/D/Fail basis does count. In the case of a course taken at Bowdoin one or more times, only the first grade will be included. The resulting grade point average (GPA) is not rounded. A degree *summa cum laude* is awarded to students whose GPAs are in the top two percent (2%) of the graduating class; a degree *magna cum laude* is awarded to students whose GPAs are in the rest of the top eight percent (8%) of the graduating class; and a degree *cum laude* is awarded to students whose GPAs are in the rest of the top twenty percent (20%) of the graduating class.

### Departmental Honors: The Honors Project

The degree with a level of honors in a major subject is awarded to students who have distinguished themselves in coursework in the subject and in an honors project. The award is made by the faculty upon recommendation of the department or program.

The honors project offers seniors the opportunity to engage in original work under the supervision of a faculty member in their major department or program. It allows qualified seniors to build a bridge from their coursework to advanced scholarship in their field of study through original, substantial, and sustained independent research. The honors project can be the culmination of a student's academic experience at Bowdoin and offers an unparalleled chance for intellectual and personal development.

Students who have attained a specified level of academic achievement in their field of study by their senior year are encouraged to petition their department or program to pursue an honors project carried out under the supervision of a faculty advisor. The honors project usually takes place over the course of two semesters; some departments allow single-semester honors projects. The honors project results in a written thesis and/or oral defense, artistic

performance, or showing, depending on the student's field of study. Students receive a grade for each semester's work on the honors project and may be awarded a level of honors in their department or program, as distinct from general honors.

The honors project process differs across departments and programs in terms of qualification criteria, requirements for completion, the level of honors awarded, and the use of honors project credits to fulfill major course requirements. In general, each semester's work on an honors project will be considered an independent study numbered **401** or higher until the honors project is completed. Students must complete an honors project to be eligible for departmental or program honors. If students do not fulfill the requirements for completion of the honors project but carry out satisfactory work for an independent study, they will receive independent study credit for one or two semesters.

All written work in independent study accepted as fulfilling the requirements for departmental honors is to be deposited in the College Library in a form specified by the Library Committee.

### **Sarah and James Bowdoin Scholars (Dean's List)**

The Sarah and James Bowdoin scholarships, carrying no stipend, are awarded in the fall on the basis of work completed the previous academic year. The award is given to the twenty percent (20%) of students with the highest grade point average (GPA). Eligible students are those who completed the equivalent of eight full-credit Bowdoin courses during the academic year, six credits of which were graded and seven credits of which were graded or non-elective Credit/D/Fail. In other words, among the eight required full-credit courses or the equivalent, a maximum of two credits may be taken Credit/D/Fail, but only one credit may be for a course(s) the student chose to take Credit/D/Fail. Grades for courses taken in excess of eight credits are included in the GPA. For further information on the College's method for computing GPA, consult the section on General Honors on page 26.

A book, bearing a replica of the early College bookplate serving to distinguish the James Bowdoin Collection in the library, is presented to every Sarah and James Bowdoin scholar who has earned a GPA of 4.00.

Students who receive College honors have their names sent to their hometown newspaper by the Office of Communications. Students not wishing to have their names published should notify the office directly.

### **DEFICIENCY IN SCHOLARSHIP**

Students are expected to make normal progress toward the degree, defined as passing the equivalent of four full-credit courses each semester. Students not making normal progress may be asked to make up deficient credits in approved courses at another accredited institution of higher education. In addition, students are expected to meet the College's standards of academic performance. The Recording Committee meets twice each year to review the academic records of students who are not meeting these standards. Students are placed on probation or suspension according to the criteria below; students on probation or suspension are not considered to be in good academic standing. In cases of repeated poor performance, a student may be dismissed from the College. In cases when a student's academic standing changes, copies of correspondences with the student that outline the student's academic standing are sent to the student's parents or guardian.

## **Academic Probation**

Students are placed on academic probation for one semester if they:

1. Receive one F or two Ds in any semester; or
2. Receive one D while on academic probation; or
3. Receive during their tenure at Bowdoin a total of four or five Ds or some equivalent combination of Fs and Ds where one F is equivalent to two Ds. Note: Under some circumstances, a student may qualify for academic suspension. See “Academic Suspension,” below.

Also, students are placed on academic probation for one semester upon returning from academic suspension. Students on academic probation will be assigned to work closely with their academic advisor and a person from the Office of the Dean of Student Affairs. Students are required to enroll in four graded full-credit courses while on academic probation. Students on academic probation normally are not eligible to study away.

## **Academic Suspension**

Students are placed on academic suspension if they:

1. Receive two Fs, one F and two Ds, or four Ds in any semester; or
2. Receive one F or two Ds while on academic probation; or
3. Receive during their tenure at Bowdoin a total of six Ds or some equivalent combination of Fs and Ds where one F is equivalent to two Ds.

A student on suspension for academic deficiency normally is suspended for one year and may be asked to complete coursework at another accredited four-year institution before being readmitted. Students are expected to earn grades of C- or better in these courses. Other conditions for readmission are set by the Recording Committee and stated in writing at the time of suspension. A suspended student must submit a letter requesting readmission. The Readmission Committee meets to consider these requests. A student who is readmitted is eligible for financial aid, according to demonstrated need, as long as the student adheres to the relevant financial aid deadlines. Once the student is readmitted, the Office of the Registrar will send course and registration information to the student's College e-mail address unless an alternative e-mail address has been provided. Students are ineligible for housing until after they have been readmitted and there is no guarantee that College housing will be available at that time. While suspended, students are not permitted to visit campus without the written permission of the dean of student affairs. Generally, permission to visit campus is only granted for educational or health treatment purposes. Students are unable to participate in Bowdoin College athletic programs until they have been readmitted. Students are permitted to submit an application for Off-Campus Study (normal deadlines apply); however they are not eligible to apply for RA, proctor, or house proctor positions until readmitted.

## **Dismissal**

Students will be subject to dismissal if they:

1. Incur a second academic suspension; or
2. Receive during their tenure at Bowdoin a total of seven or eight Ds (or some combination of Fs and Ds where one F is equivalent to two Ds) after having previously been placed on academic suspension; or
3. Receive during their tenure at Bowdoin a total of nine Ds or some equivalent combination of Fs and Ds where one F is equivalent to two Ds.

## OTHER ACADEMIC REGULATIONS

**Leave of Absence**

Students may, with the approval of a dean and in consultation with their academic advisor, interrupt their Bowdoin education and take a leave of absence to pursue nonacademic interests for one or two semesters. The conditions governing a leave of absence are as follows:

1. Students must be in good academic and social standing at the end of the semester immediately prior to the start of the leave.
2. Leaves typically begin at the start of a regular semester and may not extend beyond two terms. Exceptions may be granted by the dean of student affairs.
3. Leave extensions, terminations, or cancellations must have the approval of a dean.
4. Students on leave are not considered enrolled at Bowdoin and are expected to leave the College community. Exceptions may be granted by the dean of student affairs.
5. Students on leave may not transfer academic credit to Bowdoin for coursework taken while on leave.

Students on leave of absence will be able to participate in course registration for the semester in which they are expected to return. Course registration materials will be sent to the student's Bowdoin e-mail address. Students will be able to participate in the selection of housing via a proxy process and are free to visit campus without the dean's permission. While on leave, students are unable to compete in Bowdoin College athletic programs until after the last day of exams prior to the semester that they are scheduled to return. Students are permitted to submit applications for Off-Campus Study and for RA, proctor, or house resident positions, and normal deadlines apply. Students are expected to return at the conclusion of their leave. Readmission is unnecessary, and individuals retain financial aid eligibility if they adhere to College deadlines.

To initiate a request for a leave of absence, students must complete a Leave of Absence Request Form. These are available in the Dean of Student Affairs Office and online at [bowdoin.edu/studentaffairs/](http://bowdoin.edu/studentaffairs/). Approvals for a leave and the conditions associated with the leave will be provided in writing to the student by the dean.

**Medical Leaves**

In unusual circumstances, the Dean of Student Affairs or his or her designee may, upon careful consideration of the welfare of the individual student and the college community, place a student on leave of absence from the College. This policy outlines the circumstances of such leaves as well as various procedures and conditions, including readmission criteria and processes and implications for the student in terms of academic, financial, insurance, and housing matters.

*Voluntary Medical Leave:* A student is encouraged to request a voluntary medical leave in the event that he or she believes that physical and/or mental health concerns are significantly interfering with the ability to succeed at Bowdoin and/or that the demands of college life are interfering with recovery or safety. A student who, in consultation with either the director of the Health Center or director of the Counseling Service, determines that he or she needs to request a voluntary medical leave should contact his/her dean to discuss the terms of the leave as decided by the College.

*Involuntary Medical Leave:* In unusual circumstances, the Senior Associate Dean of Student Affairs or his or her designee, in consultation with Health Center and/or Counseling professionals, may determine that a student needs to be placed on involuntary medical leave. In

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the event such a determination is made, the College will immediately convey that determination in writing to the student. The determination will be based upon an individualized and objective assessment of the student's ability to safely participate in the College's programs and will examine whether the student presents a direct threat of substantial harm to that student or other members of the College community. The assessment will determine the nature, duration, and severity of the risk; the probability that the potentially threatening injury will actually occur; and whether reasonable modifications of policies, practices, or procedures will sufficiently mitigate the risk. In addition, a student who is not attending class or making satisfactory academic progress may be placed on an involuntary medical/personal leave at the dean's discretion.

*Return from Hospitalization:* A student who is hospitalized as a result of a physical or mental health issue may wish to take a medical leave from Bowdoin to recover. If so, the student should follow the Voluntary Medical Leave process set forth herein. In the event the student no longer requires a hospital setting and does not wish to take a medical leave, that student must be evaluated by Bowdoin for readiness to return to campus before the student can return. Note that, in some situations, the hospital may determine that the student can be discharged; however, a separate administrative decision is to be made by Bowdoin with respect to whether or not that student can return to campus. It may be determined, upon such an individualized evaluation, that the student has recovered such that s/he no longer requires a hospital setting but may still need more support than s/he can receive in a residential college setting. In such situations, a required withdrawal from Bowdoin for medical reasons may be considered to allow for a more extended period of recuperation. In that situation, the Involuntary Medical Leave process shall be followed as set forth herein.

*Parental Notification:* The College reserves the right to notify a parent or guardian of their student's status if circumstances warrant and if it is believed to be in the best interest of the student and the College community without limitations to state and federal privacy laws.

*Appeal Procedure for Involuntary Medical Leave:* If a student believes that a decision for an Involuntary Medical Leave made by the College is unreasonable or that the procedures and/or information relied upon in making the decision were wrong or unfair, the student may appeal the decision. The appeal must be made in writing to the Dean of Student Affairs. Appeals should clearly state the specific unreasonable, wrong, and/or unfair facts and should present relevant information to support the statements. Once notified of the Involuntary Medical Leave, the student has five (5) business days to submit his or her appeal. The student may not remain on campus during the appeal period. If no timely appeal is submitted, the decision as to the Involuntary Medical Leave is final. The dean or his or her designee will respond in writing to the student's written appeal within five (5) business days. The response will provide a conclusion as to whether or not the Involuntary Medical Leave is appropriate upon a thorough review of the relevant facts and information. The dean may request an assessment by an outside medical provider at the student's expense, unless the student demonstrates an inability to afford such an assessment, in which case an alternative payment arrangement shall be made upon mutual discussion by the College and the student.

*Readmission Criteria and Procedures:* A student who has been placed on Medical Leave, whether voluntary or involuntary, must complete the following readmission procedures before the student is allowed to return to Bowdoin College:

The student must send a letter to the Readmission Committee, to the attention of the Senior Associate Dean of Student Affairs, requesting formal readmission to the College. The student

must send to the Readmission Committee a report from the student's physician and/or mental health provider; the report will include discussion of the student's current health status, course of treatment undergone during the leave, as well as any specific recommendations for the student and the College with respect to the student's successful return to Bowdoin. The report will address the following: (a) the student's readiness to return to the academic and co-curricular demands of college life; (b) the student's readiness to live on campus; (c) the student's ongoing treatment needs; (d) the student's readiness to return to competitive sports, if the student is a collegiate athlete; and (e) any other suggestions that the health care provider deems appropriate.

The student's physician and/or mental health provider must be a licensed physician if the evaluation is regarding medical concerns and must be a licensed mental health provider if evaluating mental health concerns. Further, all providers must be unrelated to the student and must have specialty/credentials appropriate for the condition(s) of concern. The student is responsible for any cost associated with the physician or mental health provider's evaluation.

The Readmission Committee will review the information provided by the student and evaluate the appropriateness of the student's return. The Committee may request further information from the student's medical or mental health providers. In order to provide for such requests, the student will be asked to sign and return a release form so that those individuals at the College who are involved in evaluating the student's return can have access to the student's outside health care providers and have the ability to openly discuss relevant aspects of the student's condition. In addition, the director of the Health Center and/or the director of the Counseling Service may also choose to meet with the student as part of the evaluation.

Once the Readmission Committee has reached a decision, the student will be notified by his or her dean. The decision of the committee is final.

In the event that the student is permitted to return to Bowdoin, the student will speak with his or her dean before returning in order to discuss the terms of the student's readmission including, if appropriate, a discussion of a continuing treatment plan for the student. If such a plan is established, and if the student does not follow the established plan, the College will have the right to revoke its decision to readmit the student and will have the right to require the student to resume his or her Medical Leave immediately.

### **Additional Considerations: Academic Implications**

*Enrollment Status:* While on Medical Leave, the student is not an enrolled student at Bowdoin College. The Medical Leave status will continue until the student is prepared to return to the College and is readmitted by the Readmission Committee.

*Taking Courses at Other Institutions:* The College discourages students on Medical Leave from transferring course credit to Bowdoin. The Dean's Office may allow a limited course load (one or two courses pre-approved by the College) with the support, in writing, of the student's health care provider. All requests for such course approval must be made in writing to the Senior Associate Dean of Student Affairs. Requests for transferring course credit for more than two courses are seldom granted and require prior approval of the Recording Committee.

*Off-Campus Study Applications:* Students on Medical Leave are permitted to submit applications for Off-Campus Study, but must comply with the deadlines for those programs. Questions should be directed to the Office of Off-Campus Study.

*Course Registration:* Once the student on Medical Leave has been readmitted to the College, he or she will be able to participate in course registration. Course registration materials will be sent to



## ACADEMIC STANDARDS AND REGULATIONS

the student's Bowdoin e-mail address. It is strongly advised that the student consult with his or her course instructors, advisor, and dean when choosing courses following Medical Leave.

*Educational Record Reflection:* The student's transcript will not reflect his or her Medical Leave. In the event a Medical Leave occurs after the start of the semester, the courses will be listed and a grade of "W" (withdrew) will appear. A copy of the student's Medical Leave approval letter will be placed in the student's file in the Dean of Student Affairs Office. The handling of the student's educational record is governed by the Family Education Rights and Privacy Act (FERPA). For more information about FERPA and a student's rights under the law, consult the *Student Handbook* online.

### Financial Implications

*Financial Aid Eligibility:* Students on Medical Leave retain financial aid eligibility as long as all College deadlines are met prior to readmission. Questions should be directed to the Office of Student Aid.

*Tuition and Fee Refunds:* Tuition and fee refunds for Medical Leaves taken during the course of a semester are made in accordance with the College's Refunds Policy. For more information, consult the Refunds section on page 12.

*Tuition Insurance:* Tuition insurance is available, but it must be purchased prior to the start of the semester. Questions should be directed to the College Bursar.

### Insurance Implications

*Student Health Insurance:* If the student is currently enrolled in the Bowdoin Student Accident and Sickness Insurance Plan, his or her coverage will continue as specified by the policy. If the student waived Bowdoin's plan, he or she should consult his or her comparable plan for any exclusions or limitations. Questions should be directed to the Student Health Insurance Coordinator.

### Housing Implications

On a case-by-case basis, the College, in consultation with the student's health care providers, may determine that the returning student should not live on campus but is capable of attending classes. In addition, College housing may not be available to the student upon his or her return, due to space limitations. Once the student has been readmitted, he or she can discuss availability and options with the Office of Residential Life. In the event that College housing is not available, the student may choose to live in housing in the local area. The Office of Residential Life maintains information on local area rental listings. Questions should be directed to the Office of Residential Life.

*Presence on Campus:* While a student is on Medical Leave, whether voluntary or involuntary, he or she will not be permitted to visit campus without prior written permission of the Dean of Student Affairs. Permission will be granted for certain pre-approved educational or health treatment purposes only.

### Transfer of Credit from Other Institutions

The Bowdoin degree certifies that a student has completed a course of study that meets standards established by the faculty. It is normally expected that all of a student's coursework after matriculation will be completed either at Bowdoin or in an approved semester- or year-long off-campus study program. (More information about such programs can be found in the section on Off-Campus Study on page 38.)



Apart from taking courses at Bowdoin or in approved off-campus study programs, the College recognizes that there may be rare occasions when it would serve a student's educational interests to take courses elsewhere for credit toward the Bowdoin degree. In such cases, the work done elsewhere should represent a standard of achievement comparable to what is expected at Bowdoin in a field of study characteristic of the liberal arts.

A student may transfer a cumulative total of no more than four credits from study in summer school programs from four-year accredited colleges/universities. The College does not regularly grant credit for work completed through two-year institutions, correspondence courses, online distance education courses, or abbreviated winter terms ("Jan Plans"). The College does not grant credit for professional or vocational study at other institutions. Credit is not granted for courses taken elsewhere during the academic year except in special circumstances and with the prior approval of the Recording Committee.

Students must apply to the Office of the Registrar for permission to transfer credit in advance of enrollment at another institution. The Application for Transfer of Credit requires the approval of the advisor and the appropriate Bowdoin department chair as well as the Catalogue description and syllabus of each course for which credit is desired. In certain cases, students may be given conditional approval and be required to submit supporting documents, including the course syllabus and all papers and exams, after the course has been completed. The advisor, department chair, or Recording Committee may decline to grant credit if the course or the student's work in the course does not satisfy Bowdoin academic standards. Credit is not awarded for courses in which the student has earned a grade below C- or for courses taken on an ungraded basis.

No credit will be awarded until an official transcript showing the number of credits or credit-hours and the grade(s) earned has been received from the other institution. It is the student's responsibility to ensure that the transcript is sent directly to the Office of the Registrar, and the transcript must arrive in a sealed envelope. The transcript must be received and permission to transfer credit secured within one year following the term in which the course was taken. Credit may not be transferred if a longer time period has elapsed.

Transcripts of credit earned at other institutions that have been presented to Bowdoin College for admission or transfer of credit become part of the student's permanent record, but are not issued, reissued, or copied for distribution. Course titles and grades for courses that were transferred from other institutions are not recorded on the Bowdoin transcript; credit only is listed.

Students should be aware that credits earned elsewhere may not transfer on a one-to-one basis; some courses may be accorded less (or more) than a full Bowdoin credit. Students are advised to consult with the Office of the Registrar in advance to learn the basis on which transfer credit will be determined. For comparison purposes, students should know that one Bowdoin course is generally understood to be equal to four semester-hours or six quarter-hours.

*Pre-Matriculation Credit:* Students may have the opportunity to enroll in college-level coursework prior to matriculating at Bowdoin. Bowdoin College will consider granting credit for pre-matriculation coursework, providing the following criteria have been met: (1) the coursework must have been completed on a college campus at an accredited four-year college/university in courses taught by college faculty, (2) the coursework must have been completed in a class with matriculated college students, (3) the courses may not have been used to satisfy any high-school graduation requirements, and (4) the coursework must represent a standard of achievement comparable to what is expected at Bowdoin in a field of study characteristic of the liberal arts. Bowdoin also recognizes Advanced Placement, International Baccalaureate, and other

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international exams and may grant credit toward graduation requirements for them. Students should refer to the Advanced Placement and International Baccalaureate rules in effect at the time of their matriculation. Students may apply a maximum of eight pre-matriculation credits toward the Bowdoin degree from approved exams or other approved college/university courses. Beginning with the Class of 2017, students may apply a maximum of four pre-matriculation credits toward the Bowdoin degree from approved exams or other approved college/university courses.

### **Graduation**

Students must complete and submit to the Office of the Registrar the Notice of Intent to Graduate by November 1 of the academic year in which they will graduate. Submission of this form begins the final degree audit process and ensures that students receive all notices related to Commencement. Students will generally receive written notice by May 1 that they have been given preliminary clearance to graduate. Final clearance is determined after final grades for the spring semester have been received and all academic work has been completed.

Students may take part in only one Commencement, and they are normally expected to complete all degree requirements before they participate in graduation exercises. Students with two or fewer credits remaining and who can expect to complete all requirements by the end of the following August may be allowed to participate in Commencement but will not receive a diploma. In such cases, the degree will actually be conferred at the May Commencement following the completion of all requirements, and the diploma will be mailed to the student at that time. Speakers at Commencement and other students playing visible leadership roles in the ceremony must have completed all requirements for graduation.

### **Resignation**

Students may resign from Bowdoin at any time. Resignation permanently terminates the student's official relationship with the College. If a student were to decide at some future date to wish to return to Bowdoin, the student would need to reapply to the College through the regular admissions process as a transfer student. Applicants for readmission are reviewed on a case-by-case basis and should contact the transfer coordinator in the Admissions Office for further information. Given the permanency of resignation, students are encouraged to discuss their plans thoroughly with advisors, parents, and a dean.

A decision to resign should be submitted in writing using the Notification of Resignation Form, available in the Office of the Dean of Student Affairs.

Students should consult the Expenses section of this Catalogue for information about tuition and room and board refunds.

### **The Recording Committee and Student Petitions**

The Recording Committee is a standing committee of the College whose purpose is to address matters pertaining to the academic standing of individual students and to consider exceptions to the policies and procedures governing academic life. The committee meets regularly to consider individual student petitions and meets at the end of each semester to review the records of students who are subject to probation, suspension, or dismissal. Decisions of the committee are final.

Students who are seeking exceptions to the academic regulations or curricular requirements must petition the Recording Committee. Petition forms may be obtained from the Office of the Dean of Student Affairs. All petitions require the signature of a dean, and, depending on

the nature of the request, some may require supporting documentation from a faculty member, doctor, or counselor. Students are notified of the outcome of their petitions by the secretary of the Recording Committee.

### **The Readmission Committee**

The Readmission Committee is chaired by the Senior Associate Dean of Student Affairs and comprises the Senior, Associate, and Assistant Deans of Student Affairs; Director of Student Aid; Director of Residential Life; Director of the Counseling Service; Director of the Health Center; Director of the Baldwin Program for Academic Development; and a representative from the Office of Admissions. The Committee meets twice a year, in June and December, to consider the petitions of students who are seeking to return from Academic Suspension, Disciplinary Leave, and/or Medical Leave. Letters requesting readmission and supporting materials should be directed to the Office of the Dean of Student Affairs. Students on Academic Suspension, Disciplinary Leave, and/or Medical Leave are not normally eligible to register for classes or make housing arrangements until they have been readmitted. Students seeking readmission are notified of the outcome of their petitions by the Office of the Dean of Student Affairs.

# SPECIAL ACADEMIC PROGRAMS

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## Architectural Studies

Although the College offers no special curriculum leading to graduate study in architecture and no major in architecture, students can combine art and architecture studio courses with others in art history, environmental studies, physics, and other related disciplines to prepare for architectural study. The architecture studio course is intended to develop the ability to conceive and communicate architectural and spatial concepts in two and three dimensions. Interested students should speak with members of the Visual Arts Division of the Department of Art, with members of the Environmental Studies Program, or with members of Bowdoin Career Planning staff as early in their Bowdoin careers as possible.

## Arctic Studies

A concentration in Arctic studies, offered through a variety of departments including the Department of Sociology and Anthropology, the Department of Earth and Oceanographic Science, the Environmental Studies Program, and the Peary-MacMillan Arctic Museum and Arctic Studies Center, provides students with opportunities to explore artistic, cultural, social, and environmental issues involving Arctic lands and peoples. Students interested in the Arctic are encouraged to consult with the director of the Arctic Studies Center in order to plan an appropriate interdisciplinary program involving course work and field work at Bowdoin, in study abroad programs, and in the North. Work-study and internship opportunities at the Arctic Museum complement the academic program.

## Coastal Studies

The College's location on the coast of Maine affords distinct opportunities for students to study the complexities of coastal landscapes and seascapes. While the College does not offer a formal curriculum devoted to coastal studies, students can take courses focused on coastal issues in a variety of departments and programs including biology, earth and oceanographic science, government, economics, English, visual arts, sociology, anthropology, and environmental studies. Many of the courses take advantage of facilities located at the Coastal Studies Center on Orr's Island (located twelve miles from campus), the Bowdoin Scientific Station (located on Kent Island in the Bay of Fundy), and a variety of other coastal locations in Maine. A number of coastal studies summer research fellowships are available annually to students. Interested students should speak with members of the Coastal Studies Faculty Advisory Committee and Rosemary Armstrong, the Coastal Studies Program coordinator, for guidance in selecting courses with a coastal component and for more information about summer research fellowships.

## Engineering (3-2 Option; 4-2 Option)

Bowdoin College arranges shared studies programs with the University of Maine at Orono, the School of Engineering and Applied Science of Columbia University, the Thayer School of Engineering at Dartmouth College, and the California Institute of Technology (Caltech).

Qualified students in the shared studies program may transfer into the third year of the engineering program at Columbia or the University of Maine after three years at Bowdoin. Columbia also offers a 4-2 option, which may be of interest to some students.

Dartmouth offers a number of options, including taking the junior year at the Dartmouth engineering program, senior year at Bowdoin, and fifth year at Dartmouth's Thayer School of Engineering.

Caltech invites students of superior academic achievement from a select group of liberal arts

colleges to apply to their 3-2 Program. Determination of acceptance is decided by the Caltech Upperclass Admissions Committee for students to transfer upon completion of their junior year.

All students must take **Physics 103, 104, 223, 229, and Physics 300 or Mathematics 224; Chemistry 102 or 109; Mathematics 161, 171, and 181; and Computer Science 101.** They are also expected to have completed at least ten semester courses outside of mathematics and science, one of which should be in economics. Some programs at the University of Maine have additional course requirements in mathematics and science, and interested students should contact the engineering advisor for more information. These courses, together with the engineering courses, substitute for the major requirements in physics for 3-2 students. The successful student earns a bachelor of science degree from the engineering school after completing the two years of the engineering program and earns a bachelor of arts degree from Bowdoin at the end of their fifth year for all programs except Dartmouth's. For the Dartmouth program, the engineering courses are used as transfer credits to complete the Bowdoin degree in physics, conferred after the senior year. The Dartmouth engineering degree is conferred upon successful completion of a fifth year in engineering at Dartmouth. Finally, students may also apply as regular transfer students into any nationally recognized engineering program, earning only a degree from that engineering institution.

These programs are coordinated by Professor Dale Syphers in the Department of Physics and Astronomy. It is important for students to get advising about the program early in their career at Bowdoin. Students interested in the program, and those seeking advising, should first contact Gary Miers in the Department of Physics and Astronomy.

## Legal Studies

Students considering the study of law may consult with Scheherazade Mason at Bowdoin Career Planning. Bowdoin applicants from every major and department have been successful applicants to highly competitive law schools. Students will be provided guidance and assistance on all aspects of the application process. It is best to begin planning for law school by the beginning of junior year. Bowdoin Career Planning can introduce students to alumni attending law school or practicing law. In addition, the Career Planning library has excellent written and online resources about law schools and careers in the legal field. Bowdoin Career Planning also supports and assists Bowdoin alumni with the law school application process if they choose to apply in the years following graduation.

Bowdoin participates with Columbia University in an accelerated interdisciplinary program in legal education. Under the terms of this program, Bowdoin students may apply to begin the study of law after three years at Bowdoin. Students who successfully complete the requirements for the J.D. at Columbia also receive an A.B. from Bowdoin. Students interested in the Columbia program should meet with Professor Richard E. Morgan during their first year at Bowdoin.

## Teaching

Students interested in teaching in schools or enrolling in graduate programs in education should discuss their plans with personnel in the Department of Education. Because courses in education, along with a concentration in a core secondary school subject area (English, foreign language, life science, mathematics, physical science, or social studies) is necessary for certification, it is wise to begin planning early so that schedules can be accommodated. (For information on the Bowdoin Teacher Scholars program, see pages 117–118.) An extensive resource library in Bowdoin Career Planning contains information about graduate programs, summer and academic year internships, volunteer opportunities with youth, and public and private school openings. Career advising and credential file services are also available.

## OFF-CAMPUS STUDY

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Students are encouraged to broaden and enrich their education through participation in semester- and year-long programs of off-campus study. Whether off-campus study occurs abroad or in the United States, the College regards it as an extension of the on-campus educational experience and expects the courses in which students earn credit toward the degree to be in a field of study characteristic of the liberal arts and to be academically engaging and complementary to their studies at Bowdoin.

A student who wishes to count academic credit earned in an off-campus study program toward the Bowdoin degree is required to obtain approval, in advance, from the Office of Off-Campus Study. If the student wishes to count credits earned in the program toward the major, the approval of the major department is required as well. Students contemplating off-campus study should consult the online *Guidelines for Off-Campus Study* published by the Office of Off-Campus Study; they are urged to begin planning early in the academic year before that in which they hope to study away, and must complete both a preliminary application in November and a full application in February to request permission to study away. Separately, students apply directly to the university or program they wish to attend. (Application deadlines for individual programs vary considerably; it is the responsibility of the student to determine these deadlines and ensure that they are met.) To be approved for Bowdoin degree credit, the proposed program of study away should satisfy the College's academic standards and form an integral part of a student's overall academic plan. Approval of individual requests may also be affected by the College's concern to maintain a balance between the number of students away during the fall and spring terms.

Students are expected to carry a full course-load in any off-campus study program. Credit earned is not formally transferred until the Office of the Registrar has received and reviewed appropriate documentation from the program. In some cases, it may be required that the appropriate Bowdoin department review the student's completed work.

Bowdoin charges an off-campus study fee (see page 12). Financial aid normally continues to be available for students who qualify.

Depending on their academic needs, students normally are expected to select from the options list of approximately one hundred programs and universities kept by the Office of Off-Campus Study, which may be found at [bowdoin.edu/ocs/programs-locations/index.shtml](http://bowdoin.edu/ocs/programs-locations/index.shtml).

# COURSES OF INSTRUCTION

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The departments of instruction in the following descriptions of courses are listed in alphabetical order. A schedule containing the meeting times of all courses will be issued before each period of registration. Note that major and minor requirements listed apply to students who matriculate in 2012; other students must follow the major and minor requirements that were in place the year they matriculated.

## EXPLANATION OF SYMBOLS USED

**[Bracketed Courses]:** Courses that are not currently scheduled for a definite semester, but which have been offered within the past two consecutive years, are enclosed in brackets.

\* On leave for the fall semester.

\*\* On leave for the spring semester.

† On leave for the entire academic year.

**MCSR:** Course approved to meet the distribution requirement for Mathematical, Computational, or Statistical Reasoning.

**INS:** Course approved to meet the distribution requirement for Inquiry in the Natural Sciences.

**ESD:** Course approved to meet the distribution requirement for Exploring Social Differences.

**IP:** Course approved to meet the distribution requirement for International Perspectives.

**VPA:** Course approved to meet the distribution requirement for Visual and Performing Arts.

**a:** Course approved to meet the division requirement for natural sciences and mathematics.

**b:** Course approved to meet the division requirement for social and behavioral sciences.

**c:** Course approved to meet the division requirement for humanities.

*Note: For a complete explanation of distribution and division requirements see the Curriculum section on pages 16–20.*

**Prerequisite:** Indicates conditions that must be met in order to enroll in the course.

**Course Numbering.** Four-digit course numbers that appear in curly brackets will be used when the new student information system is implemented during the 2012–2013 academic year. Courses are numbered according to the following system:

10–29 {1000–1049}	First-year seminars
30–99 {1050–1099}	Courses intended for the nonmajor
100–199 {1100–1999}	Introductory courses
200–289 {2000–2969}	Intermediate courses and seminars
291–298 {2970–2998}	Intermediate independent studies
299 {2999}	Intermediate collaborative study
300–399 {3000–3999}	Advanced courses and seminars
401–405 {4000–4079}	Advanced independent studies, advanced collaborative
451–452	study, senior projects, and honors projects

## AFRICANA STUDIES

Tess Chakkalakal, *Program Director*

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*Professor:* Olufemi Vaughan† (History)

*Associate Professor:* Tess Chakkalakal (English)

*Assistant Professors:* Judith S. Casselberry†, Brian Purnell

*Fellows:* Laura Premack (Latin American Studies), Wendy Thompson-Taiwo

*Contributing Faculty:* Ericka A. Albaugh, Peter Coviello, Guy Mark Foster, David Gordon, David Hecht†, Aaron Kitch†, Scott MacEachern†, Dhiraj Murthy, Elizabeth Muther, H. Roy Partridge Jr., Patrick J. Rael, Jennifer Scanlon†, Hanétha Vété-Congolo, Anthony Walton

The Africana Studies Program at Bowdoin College, like many others in the country, grew out of the African American freedom movement of the 1960s. In recent decades, the program has grown into a dynamic interdisciplinary field that engages the historical, political, social, economic, and cultural experiences of African Americans and other peoples of African heritage in the Americas, Africa, Europe, and other regions of the world. From national, transnational, and diasporic perspectives, Africana studies courses draw from the expertise of our distinguished faculty in various disciplinary and interdisciplinary programs in the humanities and social sciences. Africana studies faculty members explore a variety of theoretical and methodological perspectives, and are deeply committed to encouraging our students, especially majors and minors, to acquire the essential analytical, writing, and communication skills that will prepare them for the modern professions and postgraduate studies.

### Requirements for the Major in Africana Studies

The major in Africana studies will consist of nine interdisciplinary and disciplinary courses in African American, African diaspora, and African studies. The course requirements for the major in Africana studies are outlined in the following categories:

1. Introduction to Africana Studies (**Africana Studies 101**)
2. Intermediate Seminar in Africana Studies (see list of seminars below)
3. Senior Seminar in Africana Studies (**Africana Studies 301**)
4. Six additional courses drawn from two tracks in Africana studies. The tracks in Africana studies are: (a) African American Studies (Africana studies courses on the national black experience in the United States); and (b) African and African Diaspora Studies (Africana studies courses on African regional, transregional, and African diaspora themes)
5. Students are required to take at least one course from the track that is not their primary concentration. For example, one course from the African American Studies track will be required of students in the African and African Diaspora Studies track.
6. Independent study and off-campus electives: prospective majors in Africana studies can take a maximum of two courses either as independent study, or they may take courses at other colleges/universities, or students may take one course each from either of these two categories towards one of the tracks in Africana studies. Africana studies majors should consult with the Africana Studies Program director or their Africana studies faculty advisor before making a final decision on study abroad and/or taking courses at other colleges/universities.



7. A first-year seminar in Africana studies will count towards the courses required as electives for the major in Africana studies. A first-year seminar can satisfy either of the two tracks in Africana studies.

8. At least five of the courses from either of the two tracks must be at the 200 and 300 levels. Courses that will count toward the major must be taken on a graded basis (not Credit/D/Fail), and students must earn grades of C- or better in these courses. See the list of the courses for the two Africana studies tracks below.

For more information and clarification on the major requirements in Africana studies, prospective majors are encouraged to consult with the Africana Studies Program director or a faculty member in the Africana Studies Program by the fall semester of their junior year.

### Requirements for the Minor in Africana Studies

The minor in Africana studies will consist of five disciplinary and interdisciplinary courses in African American, African, and African Diaspora Studies. The course requirements for the minor in Africana studies are outlined in the following categories:

1. Introduction to Africana Studies (**Africana Studies 101**)
2. Four Africana Studies elective courses from either of the two Africana studies tracks. Three of these courses must be at the 200 and 300 levels. Only one of these four electives can be an independent study course or a course taken at other colleges/universities. Courses that will count toward the minor must be taken on a graded basis (not Credit/D/Fail), and students must earn grades of C- or better in these courses.
3. A first-year seminar in Africana studies will count towards the minor in Africana studies. Students considering a minor in Africana studies are encouraged to consult with the Africana Studies Program director by the fall semester of their junior year.

### First-Year Seminars

For a full description of first-year seminars, see pages 155–167.

- 10 {1010} b. Racism.** Fall 2012 and Spring 2013. Roy Partridge. (Same as **Sociology 10 {1010}**.)
- 12 {1012} c. Affirmative Action and United States Society.** Fall 2012. Brian Purnell.
- 16 {1026} c. Fictions of Freedom.** Fall 2012. Tess Chakkalakal. (Same as **English 26 {1026}**.)
- 18 {1018} c. Music and Race in Latin America.** Fall 2012. Michael Birenbaum Quintero. (Same as **Latin American Studies 10 {1010}** and **Music 10 {1010}**.)
- 20 {1035} c. African American Children's Literature.** Fall 2012. Elizabeth Muther. (Same as **English 20 {1035}**.)
- 25 {1025} c. The Civil War in Film.** Fall 2013. Patrick Rael. (Same as **History 25 {1016}**.)
- 27 {1024} c. Love and Trouble: Black Women Writers.** Fall 2012. Guy Mark Foster. (Same as **English 27 {1024}**.)

### Introductory, Intermediate, and Advanced Courses

- 101 {1101} c. Introduction to Africana Studies.** Every fall. Fall 2012. Brian Purnell.

Focuses on major humanities and social science disciplinary and interdisciplinary African American and African diaspora themes in the context of the modern world. The African American experience discussed in its appropriate historical context, emphasizing its important place in the history of the United States and connections to African diasporic experiences,

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especially in the construction of the Atlantic world. Material covered chronologically and thematically, building on historically centered accounts of African American, African diaspora, and African experiences. Introduces prospective Africana Studies majors and minors to the intellectually engaging field of Africana Studies; provides an overview of the major theoretical and methodological perspectives in this evolving field; and provides historical context for critical analyses of African American experiences in the United States, and their engagement with the African diaspora.

### **103 {1103} c - ESD, VPA. African American Diasporic Dance: From the Ring Shout to Hip-Hop.** Fall 2012. Nyama McCarthy-Brown.

Combines dance history, embodied research, and performance. Students engage in readings, class discussions, and movement studies that allow them to learn movement techniques from past eras. Students explore connections between cultural values and norms and movement aesthetics, and discover how African American vernacular dance and jazz music influenced jazz forms and American dance throughout the twentieth century (ragtime, swing, hot jazz, and hip-hop). Culminates with a performance in the December Dance Concert. Students meet once a week in a seminar setting to investigate one dance era, such as swing. The next two class meetings take place in a dance studio in order to embody the dance form discussed that week, and include rehearsals. (Same as **Dance 103 {1103}**.)

### **107 {1107} c - ESD. Introduction to African American Literary Fiction.** Spring 2013. Tess Chakkalakal.

Introduces students to the literary and historical aspects of the black novel as it developed in the late nineteenth and early twentieth century in the United States. Begins with a consideration of the novels of Charles Chesnutt, Sutton Griggs, and Pauline Hopkins, then examines the ways in which novelists of the Harlem Renaissance—James Weldon Johnson, Nella Larsen, and W. E. B. Du Bois—played with both the form and function of the novel during this era. Then considers how novels by Richard Wright, Chester Himes, and Ralph Ellison challenged and reformed the black novel's historical scope and aesthetic aims. (Same as **English 107 {1107}**).

### **[130 {1591} c. History of Rock Music.** (Same as **Music 130 {1591}**.)]

### **139 {1241} c. The Civil War Era.** Fall 2012. Patrick Rael.

Examines the coming of the Civil War and the war itself in all its aspects. Considers the impact of changes in American society, the sectional crisis and breakdown of the party system, the practice of Civil War warfare, and social ramifications of the conflict. Includes readings of novels and viewing of films. Students are expected to enter with a basic knowledge of American history, and a commitment to participating in large class discussions. (Same as **History 139 {1241}**.)

### **159 {1592} c. History of Hip-Hop.** Fall 2012. Tracy McMullen.

Traces the history of hip-hop culture (with a focus on rap music) from its beginnings in the Caribbean through its transformation into a global phenomenon. Explores constructions of race, gender, class, and sexuality in hip-hop's production, promotion, and consumption, as well as the ways in which changing media technology and corporate consolidation influenced the music. Artists/bands investigated include Grandmaster Flash, Public Enemy, MC Lyte, Lil' Kim, Snoop Dog, Eminem, Nicki Minaj, and DJ Spooky. (Same as **Gender and Women's Studies 140 {1592}** and **Music 140 {1592}**.)

**201 {2201} c - ESD, VPA. Black Women, Politics, Music, and the Divine.** Fall 2014. Judith Casselberry.

Seminar. Examines the convergence of politics and spirituality in the musical work of contemporary Black women singer-songwriters in the United States. Analyzes material that interrogates and articulates the intersections of gender, race, class, and sexuality, generated across a range of religious and spiritual terrains with African diasporic/Black Atlantic spiritual moorings, including Christianity, Islam, and Yoruba. Focuses on material that reveals a womanist (Black feminist) perspective by considering the ways resistant identities shape and are shaped by artistic production. Employs an interdisciplinary approach by incorporating ethnomusicology, anthropology, literature, history, and performance and social theory. Explores the work of Shirley Caesar, the Clark Sisters, Me'shell Ndegeocello, Abby Lincoln, Sweet Honey in the Rock, and Dianne Reeves, among others. (Same as **Gender and Women's Studies 207 {2207}**, **Music 201 {2591}**, and **Religion 201 {2201}**.)

**202 {2202} c. Demons and Deliverance in the Atlantic World.** Spring 2013. Laura Premack.

Seminar. Examines beliefs and practices having to do with evil spirits, demons, and the Devil in Africa, Latin America, the Caribbean, the United States, and Western Europe. The primary focus is exorcism. What is it? How has it been practiced? By whom? Why? The approach to the subject is historical, transnational, and diasporic; examines changes and continuities across the Atlantic over the past five hundred years, beginning with cultural encounters between Africans, native Americans, and Europeans during the colonial period and continuing up through the reverse missionization and the new African diaspora of the present day. Readings include works of ethnography, anthropology, theology, history, personal narrative, and fiction. (Same as **Latin American Studies 202 {2302}**.)

**205 {2653} c. Interracial Narratives.** Fall 2012. Guy Mark Foster.

Examines the stories that Americans have told about intimate relationships that cross the color line in twentieth- and twenty-first-century imaginative and theoretical texts. Considers how these stories have differed according to whether the participants are heterosexual or homosexual, men or women, Black, White, Asian, Latino, or indigenous. Explores the impact historically changing notions of race, gender, sexuality, and U.S. citizenship have had on the production of these stories. Texts include literature, film, Internet dating sites, and contemporary debates around mixed-race identity and the United States census. (Same as **English 209 {2653}**, **Gay and Lesbian Studies 265 {2653}**, and **Gender and Women's Studies 283 {2283}**.)

Prerequisite: One first-year seminar or 100-level course in English.

**206 {2106} b - ESD. The Archaeology of Gender and Ethnicity.** Fall 2012. Leslie Shaw.

Explores the lies of "people without history," using archaeological data and emphasizing gender and ethnicity. Focuses on the Americas, and covers both prehistoric and historic archaeological site research, including Native American and African American examples. The long temporal aspect of archaeological data allows exploration of such issues as how gender inequality developed and how ethnic identity is expressed through material culture. (Same as **Anthropology 206 {2106}**.)

Prerequisite: **Anthropology 101** or **102**, or permission of the instructor.

**207 {2407} c - ESD, IP. Francophone Cultures.** Every fall. Fall 2012. Jay Ketner.

An introduction to the cultures of various French-speaking regions outside of France. Examines the history, politics, customs, cinema, literature, and the arts of the Francophone

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world, principally Africa and the Caribbean. Conducted in French. (Same as **French 207 {2407}** and **Latin American Studies 206 {2407}**.)

Prerequisite: **French 205** or higher, or permission of the instructor.

**[208 {2208} b. Race and Ethnicity.** (Same as **Sociology 208 {2208}**.)]

**209 {2411} c - ESD, IP. Introduction to the Study and Criticism of Francophone Literature.** Every spring. Jay Ketner.

Introduces students to the literary tradition of the contemporary Francophone world. Focuses on major authors and literary movements in historical and cultural context. Conducted in French. (Same as **French 211 {2411}** and **Latin American Studies 213 {2211}**.)

Prerequisite: **French 205** or higher, or permission of the instructor.

**210 {2210} c. Beyond Capoeira: History and Politics of Afro-Brazilian Culture.** Fall 2012. Laura Premack.

Seminar. Brazil has the largest population of African descent outside Africa. Nowadays, Brazilians pride themselves on their country's unique racial and cultural heritage, but it hasn't always been this way. For centuries, many Afro-Brazilian practices were illegal. Now, however, we are in the midst of what might be called an Afro-Brazilian renaissance. This is something to be celebrated, but it is also something to be questioned. Do these efforts to delineate, praise, and preserve Afro-Brazilian culture actually limit our understanding of it? Has labeling certain aspects of Brazilian cultural heritage as African created a situation in which other ways that Africa has influenced Brazil are overlooked? Just what do we mean by "African" and "Brazilian" anyhow? Takes a historical and anthropological approach to these and other related questions. (Same as **History 200 {2871}** and **Latin American Studies 221 {2110}**.)

**213 {2840} c. Transnational Africa and Globalization.** Fall 2013. Olufemi Vaughan.

Seminar. Drawing on key readings on the historical sociology of transnationalism since World War II, examines how postcolonial African migrations transformed African states and their new transnational populations in Western countries. Discusses what concepts such as the nation state, communal identity, global relations, and security mean in the African context to critically explore complex African transnational experiences and globalization. These dynamic African transnational encounters encourage discussions on homeland and diaspora, tradition and modernity, gender and generation. (Same as **History 213 {2840}**.)

**214 {2214} c. China-Africa Relations in the Global Age.** Fall 2012. Wendy Thompson-Taiwo.

Seminar. China's meteoric rise as a global economic power has encouraged extensive debate by political pundits, economic analysts, and cultural critics in recent years. Focuses on the debate on the rise of China as a global power on China's growing influence in Africa—a continent where China has made important inroads in the global era. Through close readings of cultural studies, visual media, and contemporary global analyses, seminar discussions explore the debate on China's drive for resources and investment in African states; analyze the response of African states to China's growing influence in the continent; and discuss evolving cultural exchanges and transnational networks between China and Africa. This Sino-African case study provides an interdisciplinary discussion on how we analyze the idea of the nation and transnationalism in the age of globalization. (Same as **Asian Studies 260 {2080}**.)

**216 {2841} c. History of African and African Diasporic Political Thought.** Spring 2014. Olufemi Vaughan.

Seminar. Critically discusses some seminal works in African diaspora and African political thought in the nineteenth and twentieth centuries. Organized around global and national currents that will allow students to explore intersections in pan-African, African American, and African political thought in the context of Atlantic and global histories. Seminar topics divided into three major historic moments. The first explores major themes on Atlantic slavery and Western thought, notably slavery and racial representation; slavery and capitalism; slavery and democracy. The second will focus on the struggle of African Americans, Africans, and West Indians for freedom in post-Abolition and colonial contexts. Topics discussed within twentieth-century national, regional, and global currents include reconstruction and industrialization; pan-Africanism; new negro; negritude; colonialism; nationalism. Finally, explores pan-African and African encounters in the context of dominant postcolonial themes, namely decolonization; Cold War; state formation; imperialism; African diaspora feminist thought; globalism. Discusses these foundational texts and the political thoughts of major African, African American, and Caribbean intellectuals and activists in their appropriate historical context. (Same as **History 216 {2841}**.)

**219 {2219} c. Visualizing Black and Asian Diasporas.** Spring 2013. Wendy Thompson-Taiwo.

Seminar. Explore Black and Asian diasporic experiences in the Americas and Europe through photographic and visual arts representations in the modern world. Discusses the representation of Black and Asian peoples in photographs, advertisements, studio portraits, postcards, and informal snapshots from the nineteenth to the twentieth-first century. Students analyze the political, social, and cultural implications of these visual representations, especially in the context of racial formations, migrant cultures, gender identity, and imperialism. (Same as **Asian Studies 220 {2850}**.)

**220 {2220} b - ESD. "The Wire": Race, Class, Gender, and the Urban Crisis.** Spring 2015. Brian Purnell.

Postwar U.S. cities were considered social, economic, political, and cultural zones of "crisis." African Americans—their families, gender relations; their relationship to urban political economy, politics, and culture—were at the center of this discourse. Using David Simon's epic series, *The Wire*, as a critical source on postindustrial urban life, politics, conflict, and economics, covers the origins of the "urban crisis," the rise of an "underclass" theory of urban class relations, the evolution of the urban "underground economy," and the ways the "urban crisis" shaped depictions of African Americans in American popular culture. (Same as **Gender and Women's Studies 222 {2222}** and **Sociology 220 {2220}**.)

Prerequisite: **Africana Studies 101**, **Education 101**, **Gender and Women's Studies 101**, or **Sociology 101**, or permission of the instructor.

**222 {2530} b - IP. Politics and Societies in Africa.** Fall 2012. Ericka A. Albaugh.

Surveys societies and politics in sub-Saharan Africa, seeking to understand the sources of current conditions and the prospects for political stability and economic growth. Looks briefly at pre-colonial society and colonial influence on state-construction in Africa, and concentrates on three broad phases in Africa's contemporary political development: (1) independence and consolidation of authoritarian rule; (2) economic decline and challenges to authoritarianism; (3) democratization and civil conflict. Presumes no prior knowledge of the region. (Same as **Government 222 {2530}**.)

**227 {2227} b - IP. Transnational Race and Ethnicity.** Spring 2013. Dhiraj Murthy.

Examines globally mediated formations of ethnic and racial identities, including the ways in which transnational communities are shaped through contact with “homelands” (physically and virtually) and vice versa. Particular attention given to “Black” and “South Asian” diasporic communities based in London and the transnational cultural networks in Africa, the Indian Subcontinent, and the Caribbean that they help maintain. Readings include works by Paul Gilroy, Arjun Appadurai, Les Back, Stuart Hall, Jayne Ifekwunigwe, Ian Ang, and the Delhi-based sarai school. (Same as **Asian Studies 263 {2840}** and **Sociology 227 {2227}**.)

Prerequisite: **Sociology 101** or **Anthropology 101**.

**228 {2228} c - ESD, VPA. Protest Music.** Spring 2014. Judith Casselberry.

Focuses on the ways black people have experienced twentieth-century events. Examines social, economic, and political catalysts for processes of protest music production across genres including gospel, blues, folk, soul, funk, rock, reggae, and rap. Analysis of musical and extra-musical elements’ style, form, production, lyrics, intent, reception, commodification, mass-media, and the Internet. Explores ways in which people experience, identify, and propose solutions to poverty, segregation, oppressive working conditions, incarceration, sexual exploitation, violence, and war. (Same as **Anthropology 227 {2227}** and **Music 227 {2592}**.)

**232 {2232} c - VPA. Jazz II: Repertory and Performance.** Spring 2013. Nyama McCarthy-Brown.

Intermediate repertory students are required to take **Dance 231** (same as **Africana Studies 235**) concurrently. A continuation of the principles and practices introduced in **Dance 231**. Attendance at all classes is required. Grading is Credit/D/Fail. One-half credit. (Same as **Dance 232 {2232}**.)

**[233 {2233} b - ESD, IP. Peoples and Cultures of Africa.** (Same as **Anthropology 233 {2533}**.)]

**234 {2703} c - ESD. Transatlantic Crossings.** Fall 2012. Terri Nickel.

Traces the circulation of narratives at the height of Britain’s colonial power in the Americas. Situates such literary commerce alongside the larger exchange of people and goods and focuses on the fluctuating nature of national, racial, and sexual identities in the circum-Atlantic world. Explores how literary texts attempted, and often failed, to sustain “Englishness” in the face of separation, revolution, or insurrection. Of special interest are figures who move across the Atlantic divide and exploit the possibility of multiple roles—sailors, pirates, freed or escaped slaves, female soldiers. Texts may include *General History of the Pirates*; *The Woman of Colour*; *Moll Flanders*; *The History of Emily Montague*; *Obi, or the History of Three-Fingered Jack*; *The Interesting Narrative of the Life of Olandab Equiano*; the *Journals* of Janet Schaw; *The History of Mary Prince*; *The Female American*. (Same as **English 233 {2703}** and **Gender and Women’s Studies 232 {2232}**.)

Prerequisite: One first-year seminar or 100-level course in English.

*Note:* This course fulfills the pre-1800 literature requirement for English majors.

**235 {2234} c - VPA. Jazz II: Technique.** Spring 2013. Nyama McCarthy-Brown.

Extends students’ technical proficiency by increasing practice in jazz dance styles and intricate combinations; learning dance technique along with the appropriate historical and cultural contexts. Includes vocabulary, and variations of jazz, and focuses on its

roots in social dance heavily influenced by African American traditions. Students have the opportunity to embody various jazz styles such as vintage jazz, Broadway jazz, lyrical jazz, and the jazz techniques of Bob Fosse and Luigi. A series of dance exercises and combinations teach jazz isolations, syncopation, musicality, and performance skills. Through this ongoing physical practice, students gain strength, flexibility, endurance, coordination, and style. Includes a performance requirement, and several readings. Attendance at all classes required. Grading is Credit/D/Fail. One-half credit. (Same as **Dance 231 {2231}.**)

Prerequisite: **Dance 111** or **121**, or permission of the instructor.

**236 {2140} c - ESD. The History of African Americans, 1619–1865.** Spring 2013. Patrick Rael.

Examines the history of African Americans from the origins of slavery in America through the death of slavery during the Civil War. Explores a wide range of topics, including the establishment of slavery in colonial America, the emergence of plantation society, control and resistance on the plantation, the culture and family structure of enslaved African Americans, free black communities, and the coming of the Civil War and the death of slavery. (Same as **History 236 {2140}.**)

**237 {2141} c - ESD. The History of African Americans from 1865 to the Present.** Spring 2014. Patrick Rael.

Explores the history of African Americans from the end of the Civil War to the present. Issues include the promises and failures of Reconstruction, the Jim Crow era, black leadership and protest institutions, African American cultural styles, industrialization and urbanization, the world wars, the Civil Rights Movement, and conservative retrenchment. (Same as **History 237 {2141}.**)

**238 {2621} c. Reconstruction.** Spring 2013. Patrick Rael.

Seminar. Close examination of the decade following the Civil War. Explores the events and scholarship of the Union attempt to create a biracial democracy in the South following the war, and the sources of its failure. Topics include wartime Reconstruction, the Ku Klux Klan, Republican politics, and Democratic Redemption. Special attention paid to the deeply conflicted ways historians have approached this period over the years. (Same as **History 238 {2621}.**)

Prerequisite: One previous course in history.

**239 {2870} c. Comparative Slavery and Emancipation.** Fall 2012. Patrick Rael.

Seminar. Examines slavery as a labor system and its relationship to the following: the emergence of market economies, definitions of race attendant to European commercial expansion, the cultures of Africans in the diaspora, slave control and resistance, free black people and the social structure of New World slave societies, and emancipation and its aftermath. Spends some time considering how historians have understood these crucial issues. Non-majors invited. (Same as **History 239 {2870}.**)

**240 {2240} c. Civil Rights and Black Power Movements in the Making of Modern America.** Spring 2013. Brian Purnell.

Examines the political activism, cultural expressions, and intellectual history that gave rise to a modern Black freedom movement, and that movement's impact on the broader American (and international) society. Students study the emergence of community organizing traditions in the southern black belt as well as postwar black activism in U.S. cities; the role the federal government played in advancing civil rights legislation; the internationalism of African



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American activism; and the relationship between black culture, aesthetics, and movement politics. The study of women and gender a central component. Using biographies, speeches, and community and organization studies, students analyze the lives and contributions of Martin Luther King Jr., Ella Baker, Septima Clark, Malcolm X, Stokely Carmichael, Angela Davis, Huey Newton, and Fannie Lou Hamer, among others. Closely examines the legacies of the modern Black freedom movement: the expansion of the Black middle class, controversies over affirmative action, and the rise of Black elected officials. (Same as **History 228 {2220}**.)

### **242 {2235} c. Global Pentecostalism: The Roots and Routes of Twentieth-Century Christianity.** Spring 2013. Laura Premack.

Seminar. Pentecostalism is a form of Christianity centered on the gifts of the Holy Spirit. Pentecostals speak in tongues, heal, prophesize, see visions, and exorcise demons. By many accounts, Pentecostalism is the fastest growing religion in the world. While its population is difficult to count, current estimates place the world's total number of Pentecostals at close to six hundred million. The vast majority of these Pentecostals are concentrated in the global South: Latin America, Africa, and Asia. The widespread assumption is that Pentecostalism started in the United States in 1906 and was taken to the rest of the world by missionaries. Challenging this assumption and exploring other interpretive possibilities is at the center of this course, which will focus on charting the origins and expressions of the global Pentecostal movement with emphasis on its African-American roots and its contemporary African and Latin American expressions. (Same as **History 274 {2287}** and **Latin American Studies 245 {2335}**.)

### **244 {2700} c - ESD. Martin, Malcolm, and America.** Fall 2014. Brian Purnell.

Seminar. Examines the lives and thoughts of Martin L. King Jr. and Malcolm X. Traces the development in their thinking and examines the similarities and differences between them. Evaluates their contribution to the African American freedom struggle, American society, and the world. Emphasizes very close reading of primary and secondary material; use of audio and videocassettes; lecture presentations and class discussions. In addition to being an academic study of these two men's political and religious commitment, also concerns how they inform our own political and social lives. (Same as **History 279 {2700}**.)

### **246 {2246} c. Afro-Asian Encounters: Reading Comparative American Racial Experiences.** Spring 2013. Wendy Thompson-Taiwo.

Seminar. Surveys a breadth of historical and contemporary encounters between African Americans and Asian Americans in the United States. Begins with the earliest waves of Asian immigration in the mid-nineteenth century and ends with contemporary critiques of Blackness and Asianness in what some call a post-racial era. Students learn how various political, economic, and social shifts have contributed to the racial positioning of Black and Asian peoples in relation to dominant white American culture and to each other and what this means in relation to the stratification of racial identities in America. Readings center on themes of shared experiences with and conflict over labor, community-building, interracial relationships, foodways, popular representations, and public perception. (Same as **Asian Studies 221 {2851}**.)

### **254 {2654} c. White Negroes.** Spring 2013. Guy Mark Foster.

Close readings of literary and filmic texts that interrogate widespread beliefs in the fixity of racial categories and the broad assumptions these beliefs often engender. Investigates "whiteness" and "blackness" as unstable and fractured ideological constructs. These are constructs that, while socially and historically produced, are no less "real" in their tangible effects, whether internal or external. Includes works by Charles Chesnutt, Nella Larsen,



Norman Mailer, Jack Kerouac, John Howard Griffin, Andrea Lee, Sandra Bernhard, and Warren Beatty. (Same as **English 227 {2004}** and **Gender and Women's Studies 257 {2257}**.)

Prerequisite: One first-year seminar or 100-level course in English or Africana Studies.

**258 {2580} c - ESD. Reconstructing the Nation.** Fall 2012. Tess Chakkalakal.

Introduces students to American literature written between 1865 and 1910. Exploring a period marked by the end of the Civil War, Reconstruction, the "New" South, and Jim Crow, students engage with these historical developments through a reading of a wide range of novels, short stories, poems, and plays that take up political tensions between the North and South as well as questions of regional, racial, and national identity. Works by George Washington Cable, Charles Chesnutt, Lydia Maria Child, Sarah Orne Jewett, Mark Twain, Sutton E. Griggs, Emily Dickinson, Paul Laurence Dunbar, Henry James, Theodore Dreiser, and Frank Norris constitute the "major" literary voices of the period, but also examines a number of "minor" works that are similarly, but perhaps more narrowly, concerned with questions of race and nation. (Same as **English 258 {2580}**.)

Prerequisite: One first-year seminar or 100-level course in English or Africana studies.

*Note:* This course fulfills the literature of the Americas requirement for English majors.

**260 {2650} c. (Re)Writing Black Masculinities.** Spring 2013. Guy Mark Foster.

In 1845, Frederick Douglass told his white readers: "You have seen how a man was made a slave; you shall see how a slave was made a man." This simple statement effectively describes the enduring paradox of African American male identity: although black and white males share a genital sameness, until the nation elected its first African American president the former has inhabited a culturally subjugated gender identity in a society premised on both white supremacy and patriarchy. But Douglass's statement also suggests that black maleness is a discursive construction, i.e., that it changes over time. If this is so, how does it change? What are the modes of its production and how have black men over time operated as agents in reshaping their won masculinities? Reading a range of literary and cultural texts, both past and present, students examine the myriad ramifications of, and creative response to, this ongoing challenge. (Same as **English 260 {2650}** and **Gender and Women's Studies 260 {2260}**.)

Prerequisite: One first-year seminar or 100-level course in English, Africana studies, or gender and women's studies.

*Note:* This course fulfills the literature of the Americas requirement for English majors.

**261 {2600} c. African American Poetry.** Spring 2013. Elizabeth Muther.

African American poetry as counter-memory—from Wheatley to the present—with a focus on oral traditions, activist literary discourses, trauma and healing, and productive communities. Special emphasis on the past century: dialect and masking; the Harlem Renaissance; Brown, Brooks and Hayden at mid-century; the Black Arts Movement; black feminism; and contemporary voices. (Same as **English 261 {2600}**.)

Prerequisite: One first-year seminar or 100-level course in English or Africana studies.

*Note:* This course fulfills the literature of the Americas requirement for English majors.

**[262 {2362} c - ESD, IP. Africa and the Atlantic World, 1400–1880.** (Same as **History 262 {2362}**.)]

**[264 {2364} c - ESD, IP. Conquest, Colonialism, and Independence: Africa since 1880.** (Same as **History 264 {2364}**.)]

**268 {2365} c - IP. Mogadishu to Madagascar: East African History.** Fall 2012. David Gordon.

Examines the history of East Africa with a special focus on the interactions between east Africans and the Indian Ocean World. Considers African societies prior to Portuguese conquest, continues through Omani colonialism, and the spread of slavery across East Africa and the Indian Ocean islands of Madagascar and Mauritius; the onset of British, Italian, and German colonialism, rebellions against colonialism including Mau Mau in Kenya, and post-colonial conflicts including the Zanzibar revolution of 1964; the rise of independent Tanzania, Kenya, Mozambique, Madagascar, and Somalia, and challenges to their sovereignty by present-day Indian Ocean rebels, such as the Somali pirates. (Same as **History 265 {2365}**.)

**[269 {2821} c - ESD, IP. After Apartheid: South African History and Historiography.** (Same as **History 269 {2821}**.)]

**271 {2271} c - ESD. Spirit Come Down: Black Women and Religion.** Spring 2014. Judith Casselberry.

Explores issues of self-representation, memory, material culture, embodiment, and civic and political engagement through autobiographical, historical, literary, anthropological, cinematic, and musical texts. Primarily focused on Christian denominations: Methodist, Baptist, and Pentecostal. Examines the religious lives of black women in nineteenth- and twentieth-century America. (Same as **Gender and Women's Studies 270 {2270}** and **Religion 271 {2271}**.)

**272 {2822} c - IP. Warlords and Child Soldiers in African History.** Fall 2012. David Gordon.

Seminar. Examines how gender, age, religion, and race have informed ideologies of violence by considering various historical incarnations of the African warrior across modern history, including the military slave, the mercenary, the revolutionary, the warlord, the religious warrior, and the child soldier. Analyzes the nature of warfare in modern African history and how fighters, followers, African civilians, and the international community have imagined the “work of war” in Africa. Readings include scholarly analyses of warfare, warriors, and warrior ideals alongside memoirs and fictional representations. (Same as **History 272 {2822}**.)

**277 {2503} c. Empire of Feeling.** Every other year. Fall 2014. Peter Coviello.

A study of the relations between sentiment and belonging across the American nineteenth century. Considers how a language of impassioned feeling promised to consolidate a nation often bitterly divided, and some of the problems with that promise. Centers on a reading of Harriet Beecher Stowe's *Uncle Tom's Cabin*. Other authors may include Jefferson, Wheatley, Melville, Hawthorne, Wilson, and Du Bois. (Same as **English 252 {2503}** and **Gender and Women's Studies 252 {2518}**.)

Prerequisite: One first-year seminar or 100-level course in English, Africana studies, or gender and women's studies.

*Note:* This course fulfills the literature of the Americas requirement for English majors.

**283 {2583} c. Literature of the Civil War Era.** Spring 2013. Tess Chakkalakal.

Examines literature published in the United States between 1861 and 1865, with particular emphasis on the wartime writings of Louisa May Alcott, William Wells Brown, Frederick Douglass, William Gilmore Simms, Herman Melville, and Walt Whitman. Students also consider writings of less well-known writers of the period found in popular magazines

such as *Harper's Monthly*, *The Atlantic Monthly*, *The Southern Illustrated News*, and *Frank Leslie's Illustrated Newspaper*. (Same as **English 264 {2583}**.)

Prerequisite: One first-year seminar or 100-level course in English.

*Note:* This course fulfills the literature of the Americas requirement for English majors.

**291–294 {2970–2973}. Intermediate Independent Study in Africana Studies.** The Program.

**299 {2999}. Intermediate Collaborative Study in Africana Studies.** The Program.

**301 {3301} c. Senior Seminar in Africana Studies.** Spring 2013. Brian Purnell.

Students conduct intensive research on a major topic in Africana studies that they have explored during the course of their academic experience in the Africana Studies Program. Students required to apply rigorous humanities and social science theories and concepts to African American, African, or African diaspora themes in the formation of their final research projects. Students required to give regular presentations of their research projects to Africana studies faculty and students.

Prerequisite: **Africana Studies 101** and one 200-level course in Africana studies.

**308 {3011}. African American Film.** Fall 2012. Elizabeth Muther.

Explores a spectrum of films produced since 1950 that engage African American cultural experience. Topics may include black-white buddy movies, the L.A. Rebellion, blaxploitation, the hood genre, cult classics, comedy and cross-dressing, and romance dramas. Of special interest will be the politics of interpretation and control: writers, directors, producers, studios, actors, critics, and audiences. One-half credit. (Same as **English 308 {3011}**.)

*Note:* This course does *not* fulfill a requirement for the major in English.

**[317 {3317} c. Childhood Memories: Reflections on Self and Home in the Postcolonial Francophone Caribbean.** (Same as **French 317 {3209}** and **Latin American Studies 317 {3217}**.)]

**[320 {3320} c. Beyond the Postcard: The Hispanic Caribbean.** (Same as **Latin American Studies 320 {3220}** and **Spanish 320 {3220}**.)]

**321 {3201} c. Voices of Women, Voices of the People.** Fall 2012. Hanétha Vété-Congolo.

Focuses on texts written by women from former West African and Caribbean French colonies. Themes treated—womanhood, colonization, slavery, individual and collective identity, relationships between men and women, independence, tradition, modernism, and alienation—are approached from historical, anthropological, political, social, and ideological perspectives. Readings by Mariama Bâ, Aminata Sow Fall (Sénégal); Maryse Condé, Gisèle Pineau, Simone Schwartz-Bart (Guadeloupe); Ina Césaire, Suzanne Dracius (Martinique); and Marie Chauvet and Jan J. Dominique (Haïti). (Same as **French 322 {3201}**, **Gender and Women's Studies 323 {3323}**, and **Latin American Studies 322 {3222}**.)

Prerequisite: Two of the following: **French 207** or **208**, **French 209** or **210**, one 300-level course in French; or permission of the instructor.

**336 {3140} c. Research in Nineteenth-Century United States History.** Spring 2014. Patrick Rael.

A research course for majors and interested non-majors that culminates in a single 25- to 30-page research paper. With the professor's consent, students may choose any topic in Civil

## COURSES OF INSTRUCTION

War or African American history, broadly defined. This is a special opportunity to delve into Bowdoin's rich collections of primary historical source documents. (Same as **History 336 {3140}**.)

Prerequisite: One course in history.

**401–404 {4000–4003}. Advanced Independent Study and Honors in Africana Studies.** The Program.

**405 {4029}. Advanced Collaborative Study in Africana Studies.** The Program.

## ARABIC

*Lecturer:* Russell J. Hopley

**101 {1101} c. Elementary Arabic I.** Fall 2012. Russell Hopley.

An introductory course that presumes no previous knowledge of Arabic. Students begin to acquire an integrated command of speaking, reading, writing, and listening skills in Modern Standard Arabic. Some exposure to Egyptian Colloquial Arabic as well. Class sessions conducted primarily in Arabic. Formerly **Interdisciplinary Studies 101**.

**102 {1102} c. Elementary Arabic II.** Spring 2013. Russell Hopley.

A continuation of Elementary Arabic I, focuses on further developing students' skills in speaking, listening, comprehending, writing, and reading Modern Standard Arabic. Formerly **Interdisciplinary Studies 102**.

Prerequisite: **Arabic 101** [formerly **Interdisciplinary Studies 101**].

**203 {2203} c. Intermediate Arabic I.** Fall 2012. Russell Hopley.

A continuation of first-year Arabic, aiming to enhance proficiency in listening, speaking, reading, and writing through the study of more elaborate grammar structures and exposure to more sophisticated, authentic texts. Formerly **Interdisciplinary Studies 203**.

Prerequisite: **Arabic 102** [formerly **Interdisciplinary Studies 102**].

**204 {2204} c. Intermediate Arabic II.** Spring 2013. Russell Hopley.

A continuation of Intermediate Arabic I, provides students with a more in-depth understanding of Modern Standard Arabic. Aims to enhance proficiency in speaking, listening, reading, and writing through the study of more elaborate grammatical structures and sophisticated, authentic texts. Textbook material supplemented by readings from the Qur'an, the hadith, and early Arabic poetry.

Prerequisite: **Arabic 203** [formerly **Interdisciplinary Studies 203**].

**291–294 {2970–2973} c. Intermediate Independent Study in Arabic.**

**299 {2999} c. Intermediate Collaborative Study in Arabic.**

## ART

Stephen Perkinson, *Department Chair and Director, Art History Division*

Mark C. Wethli, *Director, Visual Arts Division*

Elizabeth H. Palmer, *Department Coordinator*

*Professor:* Mark C. Wethli

*Associate Professors:* Linda J. Docherty, Pamela M. Fletcher, Michael Kolster, James Mullen,

Stephen Perkinson, Susan E. Wegner\*\*

*Assistant Professors:* Alicia Eggert, Carrie Scanga†, Peggy Wang (Asian Studies)

*Lecturers:* Elizabeth Atterbury, Natasha Goldman

*Sculptor in Residence:* John B. Bisbee

*Visiting Faculty:* Mary L. Hart, Barbara Petter Putnam (Coastal Studies)

*Fellow:* Dana Byrd

The Department of Art comprises two programs: art history and visual arts. Majors in the department are expected to elect one of these programs. The major in art history is devoted primarily to the historical and critical study of the visual arts as an embodiment of some of humanity's cultural values and a record of the historical interplay of sensibility, thought, and society. The major in visual arts is intended to encourage a sensitive development of perceptual, creative, and critical abilities in visual expression.

### Requirements for the Major in Art History

The art history major consists of ten courses, excluding first-year seminars. Required are **Art History 100**; one course in African, Asian, or pre-Columbian art history numbered **103** or higher; one from **Art History 209** (same as **Archaeology 101**), **210** (same as **Archaeology 102**), **213**, **214**, **215**, or **226**; one from **Art History 222**, **223**, **224**, or **232**; one from **Art History 242**, **252**, **254**, **262**, or **264**; one additional 200-level course; two 300-level seminars; and two additional art history courses numbered higher than **101**, one of which may be an independent study. Art history majors are also encouraged to take courses in foreign languages and literature, history, philosophy, religion, and the other arts.

### Interdisciplinary Majors

The department participates in interdisciplinary programs in art history and archaeology and in art history and visual arts. See page 219.

### Requirements for the Minor in Art History

The minor consists of five courses, excluding first-year seminars. Required courses are **Art History 100**; two 200-level courses; one 300-level course; and one additional art history course numbered higher than **100**.

Courses that will count toward the major and minor must be taken on a graded basis (not Credit/D/Fail), and students must earn grades of C- or better in these courses.

The major and the minor in visual arts are described on page 58.

## COURSES IN THE HISTORY OF ART

**First-Year Seminars**

For a full description of first-year seminars, see pages 155–167.

**10 {1016} c. The Museum World.** Spring 2013. Linda Docherty.

**16 {1010} c. Art and the Environment: 1960 to Present.** Fall 2012. Natasha Goldman.

**Introductory, Intermediate, and Advanced Courses**

**100 {1100} c. Introduction to Art History.** Fall 2012. Pamela Fletcher, Stephen Perkinson, and Peggy Wang.

An introduction to the study of art history. Provides a chronological overview of art primarily from Western and East Asian traditions. Considers the historical context of art and its production, the role of the arts in society, problems of stylistic tradition and innovation, and points of contact and exchange between artistic traditions. Equivalent of **Art History 101** as a major or minor requirement. Not open to students who have credit for **Art History 101**.

**130 {1300} c - IP. Introduction to the Arts of Ancient Mexico and Peru.** Spring 2014. Susan Wegner.

A chronological survey of the arts created by major cultures of ancient Mexico and Peru. Mesoamerican cultures studied include the Olmec, Teotihuacan, the Maya, and the Aztec up through the arrival of the Europeans. South American cultures such as Chavín, Nasca, and Inca are examined. Painting, sculpture, and architecture considered in the context of religion and society. Readings in translation include Mayan myth and chronicles of the conquest. (Same as **Latin American Studies 130 {1330}**.)

**209 {2090} c. Introduction to Greek Art and Archaeology.** Fall 2013. James Higginbotham.

Introduces the techniques and methods of classical archaeology as revealed through an examination of Greek material culture. Emphasis upon the major monuments and artifacts of the Greek world from prehistory to the Hellenistic age. Architecture, sculpture, fresco painting, and other “minor arts” are examined at such sites as Knossos, Mycenae, Athens, Delphi, and Olympia. Considers the nature of this archaeological evidence and the relationship of classical archaeology to other disciplines such as art history, history, and classics. Assigned reading supplements illustrated presentations of the major archaeological finds of the Greek world. (Same as **Archaeology 101 {1101}**.)

**210 {2100} c. Introduction to Roman Archaeology.** Fall 2012. Ryan Ricciardi.

Surveys the material culture of Roman society, from Italy’s prehistory and the origins of the Roman state through its development into a cosmopolitan empire, and concludes with the fundamental reorganization during the late third and early fourth centuries of our era. Lectures explore ancient sites such as Rome, Pompeii, Athens, Ephesus, and others around the Mediterranean. Emphasis upon the major monuments and artifacts of the Roman era: architecture, sculpture, fresco painting, and other “minor arts.” Considers the nature of this archaeological evidence and the relationship of classical archaeology to other disciplines such as art history, history, and classics. Assigned reading supplements illustrated presentations of the major archaeological finds of the Roman world. (Same as **Archaeology 102 {1102}**.)

**213 {2130} c - VPA. Art of Three Faiths: Christian, Jewish, and Islamic Art and Architecture, from the Third to the Twelfth Century.** Spring 2013. Stephen Perkinson.

Examines ways images, objects, and buildings shaped the experiences and expressed the beliefs of members of three major religious traditions (Christianity, Judaism, and Islam) in Europe and the Mediterranean region. Deals with artworks spanning the third century through the twelfth century from Europe, the Middle East, North Africa, and the Byzantine Empire. Includes thematic sessions, dealing with issues that cut across geographic and chronological boundaries. Topics include the embrace or rejection of a classical artistic heritage; the sponsorship of religious art by powerful figures; the use of images and architecture to define community and to reject those defined as outsiders; forms of iconoclasm and criticism of the use of images among the three religions; theological justifications for the use of images; and the role of images in efforts to convert or conquer members of another faith.

Prerequisite: **Art History 100** or **101**, or permission of the instructor.

**[214 {2140} c - VPA. The Gothic World.]**

**215 {2150} c. Illuminated Manuscripts and Early Printed Books.** Fall 2012. Stephen Perkinson.

Surveys the history of the decorated book from late antiquity through the Renaissance, beginning with an exploration of the earliest surviving illuminated manuscripts in light of the late antique culture that produced them. Examines uses of books in the early Middle Ages to convert viewers to Christianity or to establish political power. Traces the rise of book professionals (scribes, illuminators, binders, etc.), as manuscript production moved from monastic to urban centers, and concludes with an investigation of the impact of the invention of printing on art and society in the fifteenth century, and on the “afterlife” of manuscript culture into the sixteenth century. Themes include the effect of the gender of a book’s anticipated audience on its decoration; the respective roles of author, scribes, and illuminators in designing a manuscript’s decorative program; and the ways that images can shape a reader’s understanding of a text. Makes use of the Bowdoin Library’s collection of manuscripts and early printed books.

**[222 {2220} c - VPA. The Art of Renaissance Italy.]**

**223 {2230} c - VPA. The Arts of Venice.** Spring 2014. Susan Wegner.

Venice is distinctive among Italian cities for its political structures, its geographical location, and its artistic production. This overview of Venetian art and architecture considers Venice’s relationships to Byzantium and the Turkish east; Venetian colorism in dialogue with Tuscan-Roman disegno; and the role of women as artists, as patrons, and as subjects of art. Includes art by the Bellini family, Giorgione, Titian, Veronese, Tintoretto, Tiepolo, Canaletto, and Rosalba Carriera, and the architecture of Palladio.

**224 {2240} c - VPA. Mannerism.** Fall 2013. Susan Wegner.

Mannerism in art and literature. Artists include Michelangelo, Pontormo, Rosso, Bronzino, El Greco. Themes include fantasy and imagination, ideal beauty (male and female), the erotic and grotesque, and the challenging of High Renaissance values. Readings include artists’ biographies, scientific writings on the senses, formulas for ideal beauty, and description of court life and manners. Uses the Bowdoin College Museum of Art’s collection of sixteenth-century drawings, prints and medals.

**226 {2260} c - VPA. Northern European Art of the Fifteenth and Sixteenth Centuries.**

Spring 2013. Stephen Perkinson.

Surveys the painting of the Netherlands, Germany, and France. Topics include the spread of the influential naturalistic style of Campin, van Eyck, and van der Weyden; the confrontation with the classical art of Italy in the work of Dürer and others; the continuance of a native tradition in the work of Bosch and Bruegel the Elder; the changing role of patronage; and the rise of specialties such as landscape and portrait painting.

Prerequisite: **Art History 100** or **101**, or permission of the instructor.

**232 {2320} c. Art in the Age of Velázquez, Rembrandt, and Caravaggio.** Fall 2012. Susan Wegner.

The art of seventeenth-century Europe. Topics include the revolution in painting carried out by Caravaggio, Annibale Carracci, and their followers in Rome; the development of these trends in the works of Rubens, Bernini, Georges de la Tour, Poussin, and others; and the rise of an independent school of painting in Holland. Connections between art, religious ideas, and political conditions are stressed.

Prerequisite: **Art History 100** or **101**, or permission of the instructor.

**242 {2420} c. Nineteenth-Century European Art.** Spring 2013. Linda Docherty.

A survey of painting and sculpture in Western Europe from 1750 to 1900, with emphasis on France, England, and Germany. Individual artists will be placed in the context of artistic movements (neoclassicism, romanticism, realism, impressionism, post-impressionism, and symbolism) and historical events. Issues to be discussed include revolutionary challenges to academic authority, the growing influence of art criticism, the relationship between art and society, and the origins of modernism.

**243 {2430} c - VPA. Modern Architecture: 1750 to 2000.** Spring 2013. Jill Pearlman.

Examines major buildings, architects, architectural theories, and debates during the modern period, with a strong emphasis on Europe through 1900, and both the United States and Europe in the twentieth century. Central issues of concern include architecture as an important carrier of historical, social, and political meaning; changing ideas of history and progress in built form; and the varied architectural responses to industrialization. Attempts to develop students' visual acuity and ability to interpret architectural form while exploring these and other issues. (Same as **Environmental Studies 243 {2403}**.)

**251 {2510} c. Victorian Art.** Fall 2012. Pamela Fletcher.

The art of Victorian Britain. Topics include the relationship of art and literature in the work of the Pre-Raphaelites, the moralizing function of Victorian narrative painting, classicism in the work of Leighton and Alma-Tadema, and Aestheticism. Special attention paid to the exhibition culture and art criticism of the period.

**[252 {2520} c. Modern Art.]**

**254 {2540} c. Contemporary Art.** Spring 2013. Pamela Fletcher.

Art of Europe and the Americas since World War II, with emphasis on the New York school. Introductory overview of modernism. Detailed examination of abstract expressionism and minimalist developments; pop, conceptual, and environmental art; and European abstraction. Concludes with an examination of the international consequences of



modernist and contemporary developments, the impact of new electronic and technological media, and the critical debate surrounding the subject of postmodernism.

Prerequisite: **Art History 100, 101, or 252**, or permission of the instructor.

**262 {2620} c. American Art I: Colonial Period to the Civil War.** Fall 2013. Linda Docherty.

A survey of American architecture, sculpture, painting, and decorative arts from their colonial origins to the eve of Civil War. Emphasis on understanding art in its historical and cultural context. Issues to be addressed include encounters between diverse cultures, the transition from colony to nation, the rise and ideological significance of landscape painting, and the creation of art for a democracy. This class will work with original objects in the Bowdoin College Museum of Art.

**264 {2640} c. American Art from the Civil War to 1945.** Fall 2012. Linda Docherty.

A survey of American architecture, sculpture, painting, and photography from the Civil War and World War II. Emphasis on understanding art in its historical and cultural context. Issues to be addressed include the expatriation of American painters, the conflicted response to European modernism, the pioneering achievements of American architects and photographers, the increasing participation of women and minorities in the art world, and the ongoing tension between native and cosmopolitan forms of cultural expression. This class will work with original objects in the Bowdoin College Museum of Art.

**272 {2720} c - IP, VPA. The Arts of Japan.** Fall 2012. Peggy Wang.

Surveys ritual objects, sculpture, architecture, painting, and decorative arts in Japan from the Neolithic to the modern period. Topics include ceramic forms and grave goods, the adaptation of Chinese models, arts associated with Shinto and Buddhist religions, narrative painting, warrior culture, the tea ceremony, woodblock prints and popular arts, modernization and the avant-garde. (Same as **Asian Studies 209 {2209}**.)

**291–294 {2970–2973} c. Intermediate Independent Study in Art History.** Art History Faculty.

**299 {2999} c. Intermediate Collaborative Study in Art History.** Art History Faculty.

## Seminars in Art History

The seminars are intended to utilize the scholarly interests of members of the department and provide an opportunity for advanced work for selected students who have successfully completed enough of the regular courses to possess a sufficient background. The department does not expect to give all, or in some cases any, seminars in each semester. As the seminars are varied, a given topic may be offered only once, or its form changed considerably from time to time.

**[315 {3150} c. Art at the Late Medieval Courts.]**

**[319 {3190} c. Making Art in the Pre-Modern Era.]**

**324 {3240} c. Art and Life of Michelangelo.** Fall 2012. Susan Wegner.

Examines painting, sculpture, drawings, and poetry of Michelangelo in light of fifteenth- and sixteenth-century Italian society. Topics include color, meaning, and recent restoration of the Sistine Chapel Ceiling and Last Judgment; the heroic male figure in sculpture and drawings; religion and politics in relation to patrons; artistic rivalries with Leonard, Raphael,

## COURSES OF INSTRUCTION

and Titian. Readings include English translations of sixteenth-century biographies, art theory, and poetry.

Prerequisite: **Art History 100** or **101**, or permission of the instructor.

[332 {3320} c. **Painting and Society in Spain: El Greco to Goya.**]

[333 {3330} c. **Studies in Seventeenth-Century Art: Caravaggio and Artemisia Gentileschi.**]

[352 {3520} c. **The Pre-Raphaelites.**]

**361 {3610} c. The World of Isabella Stewart Gardner.** Fall 2012. Linda Docherty.

A contextual study of Isabella Stewart Gardner (1840–1924) and the museum she bequeathed to Boston. Focuses on the cosmopolitan world that Gardner inhabited and the influence she exerted on American art and culture. Issues to be considered include the formation of her art collection, her creativity as an institution builder, her abiding interests in Dante, Venice, gardening, and religion, and her global travels and deepening relationship with Asia, and how she fashioned a public identity through her portraits, her collection, and her museum. Field trip to Boston.

Prerequisite: **Art History 100** or **101**, or permission of the instructor.

**401–404 {4000–4003} c. Advanced Independent Study and Honors in Art History.** Art History Faculty.

**405 {4029} c. Advanced Collaborative Study in Art History.** Art History Faculty.

## VISUAL ARTS

### Requirements for the Major in Visual Arts

The major consists of eleven courses, which must include **Visual Arts 150**; either **170** or **180**; either **190** or **195**; and both **390** and **395**. Four additional visual arts courses must be taken, no more than one of which may be an independent study course. Two courses in art history are also required.

### Requirements for the Minor in Visual Arts

The minor consists of six courses, which must include **Visual Arts 150** and one of **170**, **180**, **190**, or **195**. Three additional visual arts courses must be taken, no more than one of which may be an independent study course. One course in art history is also required.

Courses that will count toward the major and minor must be taken on a graded basis (not Credit/D/Fail), and students must earn grades of C- or better in these courses.

Visual arts courses without prerequisites are frequently oversubscribed; preference in enrollment is then given to first- and second-year students, as well as to juniors and seniors fulfilling requirements of the visual arts major or minor.

**150 {1101} c - VPA. Drawing I.** Fall 2012. James Mullen and Mark Wethli. Spring 2013. Mary Hart and James Mullen.

An introduction to drawing, with an emphasis on the development of perceptual, organizational, and critical abilities. Studio projects entail objective observation and analysis of still-life, landscape, and figurative subjects; exploration of the abstract formal organization of graphic expression; and the development of a critical vocabulary of visual principles. Lectures and group critiques augment studio projects in various drawing media.

**160 {1301} c. Painting I.** Fall 2012. James Mullen. Spring 2013. Mark Wethli.

An introduction to painting, with an emphasis on the development of perceptual, organizational, and critical abilities. Studio projects entail objective observation and analysis of still-life, landscape, and figurative subjects; exploration of the painting medium and chromatic structure in representation; and the development of a critical vocabulary of painting concepts. Lectures and group critiques augment studio projects in painting media.

Prerequisite: **Visual Arts 150**.

**170 {1201} c - VPA. Printmaking I.** Fall 2012 and Spring 2013. Mary Hart.

An introduction to printmaking, including etching, drypoint, engraving, monotype, and relief printing methods. Studio projects develop creative approaches to perceptual experience and visual expression that are uniquely inspired by printmaking. Attention is also given to historical and contemporary examples and uses of the medium.

**180 {1401} c - VPA. Photography I.** Fall 2012 and Spring 2013. Michael Kolster.

Photographic visualization and composition as consequences of fundamental techniques of black-and-white still photography. Class discussions and demonstrations, examination of masterworks, and field and laboratory work in 35mm format. Students must provide their own 35mm non-automatic camera.

**190 {1501} c - VPA. Architecture I.** Fall 2012 and Spring 2013. Alicia Eggert.

An introduction to architectural form and space. Studio projects investigate the built environment through site analysis, drawing, and three-dimensional design. Assigned readings and class discussions develop a vocabulary of architectural design principles. Studio projects and presentation methods are analyzed in lectures and group critiques.

**195 {1601} c - VPA. Sculpture I.** Fall 2012 and Spring 2013. Alicia Eggert.

An introduction to sculpture, with emphasis on the development of perceptual, organizational, and critical abilities. Studio projects entail a variety of sculptural approaches, including exploration of the structural principles, formal elements, and critical vocabulary of the sculpture medium. Lectures and group critiques augment studio projects in paper, wood, and other media.

**250 {2101} c. Drawing II.** Fall 2012. Mark Wethli.

A continuation of the principles introduced in **Visual Arts 150**, with particular emphasis on figurative drawing. Studio projects develop perceptual, creative, and critical abilities through problems involving objective observation, gestural expression and structural principles of the human form, studies from historical and contemporary examples, and exploration of the abstract formal elements of drawing. Lectures and group critiques augment studio projects in various drawing media.

Prerequisite: **Visual Arts 150**.

**255 {2701}. 3-D Digital Animation Studio.** Fall 2012. Carey Phillips.

Explores the uses of art and three-dimensional animations in communicating complex dynamic and spatial relationships, primarily as they pertain to explaining scientific concepts. Students use primary literature to explore a science problem in a seminar-type format. Study of filmmaking and use of high-end three-dimensional animation software. Concludes with a team effort to create a three-dimensional animated film of the science problem. (Same as **Biology 202 {2002}**.)

## COURSES OF INSTRUCTION

**260 {2301} c. Painting II.** Spring 2013. James Mullen.

A continuation of the principles introduced in **Visual Arts 160**, with studio problems based on direct experience.

Prerequisite: **Visual Arts 160** or permission of the instructor.

[262 {2802} c. Portraiture.]

[265 {2804} c - VPA. Public Art.]

**270 {2201} c. Printmaking II.** Fall 2012. Mary Hart.

A continuation of the principles introduced in **Visual Arts 170**, with particular emphasis on independent projects.

Prerequisite: **Visual Arts 170** or permission of the instructor.

[272 {2302} c. Landscape Painting.]

[275 {2501} c. Architecture II.]

**280 {2401} c. Large Format Photography.** Fall 2012. Michael Kolster.

Review and expansion of concepts and techniques fundamental to black-and-white photography, with exploration of image-making potentials of different formats such as 35mm and view cameras. Seminar discussions and field and laboratory work. Students must provide their own non-automatic 35mm camera.

Prerequisite: **Visual Arts 180** or permission of the instructor.

**282 {2402} c - VPA. Photography and Color.** Spring 2013. Michael Kolster.

A continuation of principles encountered in **Visual Arts 180**, with an added emphasis on the expressive potential of color. Cameras of various formats, from the 35mm to the 4x5, are used to complete assignments. Approaches to color film exposure and digital capture, manipulation, and printing are practiced and the affect of color is examined. Through reading assignments, slide presentations, and discussions, students explore historical and cultural implications of color photography. Weekly assignments and group critiques structure class discussion.

Prerequisite: **Visual Arts 180**.

[283 {2801} c. Art and Time.]

**285 {2601} c. Sculpture II.** Fall 2012. John Bisbee.

A continuation of principles introduced in **Visual Arts 195**, with particular emphasis on independent projects.

Prerequisite: **Visual Arts 195** or permission of the instructor.

[287 {2803} c. Relational Aesthetics.]

**295–298 {2970–2973} c. Intermediate Independent Study in Visual Arts.** Visual Arts Faculty.

**299 {2999} c. Intermediate Collaborative Study in Visual Arts.** Visual Arts Faculty.

[310 {3801} c. Narrative Structures.]

[370 {3201} c. Printmaking III.]

[380 {3401} c. Photo Seminar.]

**390 {3901} c. Senior Seminar.** Every fall. Fall 2012. John Bisbee.

Concentrates on strengthening critical and formal skills as students start developing an individual body of work. Includes readings, discussions, individual and group critiques, as well as visiting artists.

**395 {3902} c. Senior Studio.** Every spring. Spring 2013. Mark Wethli.

A continuation of the Senior Seminar, with emphasis on the creation of an individual body of work. Includes periodic reviews by members of the department and culminates with a group exhibition at the conclusion of the semester.

Prerequisite: **Visual Arts 390.**

**401 {4000} c. Advanced Independent Study and Honors in Visual Arts.** Visual Arts Faculty.

Open only to exceptionally qualified senior majors and required for honors credit. Advanced projects undertaken on an independent basis, with assigned readings, critical discussions, and a final position paper.

**405 {4029} c. Advanced Collaborative Study in Visual Arts.** Visual Arts Faculty.

## ASIAN STUDIES

Henry C. W. Laurence, *Program Director*

Suzanne M. Astolfi, *Program Coordinator*

*Professors:* Thomas D. Conlan (History), John C. Holt (Religion)

*Associate Professors:* Songren Cui, Belinda Kong (English), Henry C. W. Laurence (Government), Rachel Sturman (History), Shu-chin Tsui (Film Studies)

*Assistant Professors:* Christopher Heurlin (Government), Vyjayanthi Ratnam Selinger, Peggy Wang (Art History), Ya (Leah) Zuo (History)

*Lecturers:* Mitsuko Numata, Yuxia Xiu

*Contributing Faculty:* David Collings, Sara A. Dickey, Dhiraj Murthy, Nancy E. Riley\*\*, Vineet Shende†, Yao Tang†, Wendy Thompson-Taiwo

Students in Asian studies focus on the cultural traditions of China, Japan, or South Asia (India, Sri Lanka, Pakistan, Bangladesh, and Nepal). In completing the major, each student is required to gain a general understanding of one of these cultural areas, to acquire a working proficiency in one of the languages of South or East Asia, to develop a theoretical or methodological sophistication, and to demonstrate a degree of applied specialization. These principles are reflected in the requirements for an Asian studies major.

### Requirements for the Major in Asian Studies

One majors in Asian studies by focusing on a particular geographic and cultural area (e.g., South Asia) or by specializing in the subfield of Disciplinary Asian Studies. Eight courses are required in addition to the study of an Asian language. These eight include a senior seminar (300 level) and other courses as described below. A student who wishes to graduate with honors in the program must also write an honors thesis, which is normally a one-year project. Students must earn a grade of C- or better in order to have a course count for the major. One course taken with the Credit/D/Fail grading option may count for the major as long as a CR

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(Credit) grade is earned and the course is not at the 300 level. No “double counting” of courses is allowed for the major. First-year seminars do count for the major.

The major requires courses from two categories:

1. *Language.* Two years of an East Asian language or one year of a South Asian language, or the equivalent through intensive language study. The College does not directly offer courses in any South Asian language. Arrangements may be made with the director of the program and the Office of the Registrar to transfer credits from another institution, or students may meet this requirement by studying Sinhala on the ISLE Program or Tamil on the SITA Program. Advanced language study is important for and integral to the major. In addition to the required two years of language study, students may apply up to three advanced intermediate (third-year) or advanced (fourth-year) East Asian language courses toward the total of eight required for the area-specific or disciplinary major.

2a. *Area-specific option.* Eight courses, seven of which focus on the student’s area of specialization and one of which is in an Asian cultural area outside that specialization. One of these eight courses is normally a senior seminar. The possible areas of specialization are China, Japan, East Asia, and South Asia. Students must take at least one pre-modern and one modern course in their area of specialization. Students specializing in China must take one pre-modern and one modern course; those specializing in Japan must take **Asian Studies 246** or **283** (same as **History 283**); and those focusing on South Asia must take one 200-level course from each of the following three areas: anthropology, history, and religion, all of which must have South Asia as their primary focus.

2b. *Disciplinary-based option.* Eight courses, at least five of which must be in the chosen discipline (e.g., government, history, literature, religion, and other approved areas). Those choosing this option should consult with their advisor concerning course selection and availability. One of the eight courses must be a 300-level course in the discipline of focus, wherever possible. The three remaining courses, chosen in consultation with an advisor, must explore related themes or relate to the student’s language study. The language studied must be in the student’s primary cultural or national area of focus, or in cases where a discipline allows for comparison across areas, in one of the primary areas of focus.

### Requirements for the Minor in Asian Studies

Students focus on the cultural traditions of either East Asia or South Asia by completing a concentration of at least five courses in one geographic area or four courses in one geographic area and one course outside that specialization. Of these five courses, two may be language courses, provided that these language courses are at the level of third-year instruction or above. Two courses completed in off-campus programs may be counted toward the minor. Students focusing on South Asia must take one 200-level course from each of the following three areas: anthropology, history, and religion, all of which must have South Asia as their primary focus. Students must earn a grade of C- or better in order to have a course count for the minor. One course taken with the Credit/D/Fail grading option may count for the minor as long as a CR (Credit) grade is earned and the course is not at the 300 level. No “double counting” of courses is allowed for the minor. First-year seminars do count for the minor.

### Requirements for the Minor in Chinese or Japanese

The minor consists of five courses. Of these five courses, four must be in the chosen language. Students who have background in the language must take four courses in the language beginning with the course in which they are initially placed. The fifth course may either be an

advanced language class or a class about the literature or film of a chosen study area, including a first-year seminar. Courses that count for the minor may not be counted for another major or minor. Up to two credits from off-campus study may count towards the minor.

### Off-Campus Study

Foreign study for students interested in Asian studies is highly recommended. Established programs in the People's Republic of China, Hong Kong, and Taiwan are available for students interested in China. Students are particularly encouraged to attend the ACC, CET, and IUP programs. The AKP and JCMU programs are recommended for students interested in Japan, but students may select another program based upon their academic interests. The ISLE and SITA programs are recommended for students interested in South Asia. Consult the Asian studies office or website for information about these and other programs. Up to three credits from off-campus study (excluding beginning and intermediate—first- and second-year—language courses) may count toward the major. Up to two credits from off-campus study (excluding language courses) may count for the minor.

### Program Honors

Students contemplating honors candidacy in the program must have established records of A or B+ average in program course offerings and present clearly articulated, well-focused proposals for scholarly research. Students must prepare an honors thesis and successfully defend their thesis in an oral examination.

### First-Year Seminars

For a full description of first-year seminars, see pages 155–167.

**11 {1025} c. Living in the Sixteenth Century.** Fall 2014. Thomas D. Conlan. (Same as **History 13 {1035}.**)

**[19 {1045} b. East Asian Politics: Introductory Seminar.** (Same as **Government 19 {1020}.**)]

**21 {1010} c. Perspectives on Modern China.** Fall 2013. Shu-chin Tsui.

**26 {1035} c. Globalizing India.** Fall 2012. Rachel Sturman. (Same as **History 26 {1038}.**)

### Introductory, Intermediate, and Advanced Courses

**138 {1625} b - ESD, IP. Everyday Life in India and Pakistan.** Spring 2013. Sara Dickey.

Focuses on contemporary life in India and Pakistan by looking at everyday experiences and objects. Explores topics such as teen cyberculture, painted truck designs, romance fiction, AIDS activism, and memories of violence. These seemingly mundane topics offer a window onto larger cultural processes and enable us to examine identities and inequalities of gender, religion, caste, class, ethnicity, and nationality. Sources include ethnographic texts, essays, fiction, government documents, newspapers, popular and documentary films, and YouTube videos. (Same as **Anthropology 138 {1057}.**)

**201 {2300} c - ESD, IP. Literature of World War II and the Atomic Bomb in Japan: History, Memory, and Empire.** Spring 2013. Vyjayanthi Selinger.

A study of Japan's coming to terms with its imperialist past. Literary representations of Japan's war in East Asia are particularly interesting because of the curious mixture of remembering and forgetting that mark its pages. Postwar fiction delves deep into what it meant for the Japanese people to fight a losing war, to be bombed by a nuclear weapon, to face surrender, and to experience Occupation. Sheds light on the pacifist discourse that emerges in atomic bomb literature and the simultaneous critique directed towards the emperor system and

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wartime military leadership. Also examines what is missing in these narratives—Japan's history of colonialism and sexual slavery—by analyzing writings from the colonies (China, Korea, and Taiwan). Tackles the highly political nature of remembering in Japan. Writers include the Nobel prize-winning author Ōe Kenzaburō, Ōoka Shōhei, Kojima Nobuo, Shimao Toshio, Hayashi Kyoko, and East Asian literati like Yu Dafu, Lu Heruo, Ding Ling, and Wu Zhou Liu.

**209 {2209} c - IP, VPA. The Arts of Japan.** Fall 2012. Peggy Wang.

Surveys ritual objects, sculpture, architecture, painting, and decorative arts in Japan from the Neolithic to the modern period. Topics include ceramic forms and grave goods, the adaptation of Chinese models, arts associated with Shinto and Buddhist religions, narrative painting, warrior culture, the tea ceremony, woodblock prints and popular arts, modernization and the avant-garde. (Same as **Art History 272 {2720}**.)

**212 {2050} c - ESD, IP. Writing China from Afar.** Fall 2012. Belinda Kong.

The telling of a nation's history is often the concern not only of historical writings but also literary ones. Examines contemporary diaspora literature on three shaping moments of twentieth-century China: the Second Sino-Japanese War (1937–1945), the Cultural Revolution (1966–1976), and the 1989 Tiananmen democracy movement and massacre. Focuses on authors born and raised in China but since dispersed into various Western locales, particularly the United States, England, and France. Critical issues include the role of the Chinese diaspora in the historiography of World War II, particularly the Nanjing Massacre; the functions and hazards of Chinese exilic literature, such as the genre of Cultural Revolution memoirs, in Western markets today; and more generally, the relationship between history, literature, and the cultural politics of diasporic representations of origin. Authors may include Shan Sa, Dai Sijie, Hong Ying, Yan Geling, Zheng Yi, Yiyun Li, Gao Xingjian, Ha Jin, Annie Wang, and Ma Jian. (Same as **English 273 {2752}**.)

Prerequisite: One first-year seminar or 100-level course in English, or one course in Asian studies.

**216 {2802} c - ESD, IP. Asian Diaspora Literature of World War II.** Spring 2013. Belinda Kong.

Focuses on World War II as a global moment when modernity's two sides, its dreams and nightmares, collided. Emphasis on contemporary Asian diaspora Anglophone fiction that probes the exclusions and failures of nation and empire—foundational categories of modernity—from both Western and Asian perspectives. On the one hand, World War II marks prominently the plurality of modernities in our world: as certain nations and imperial powers entered into their twilight years, others were just emerging. At the same time, World War II reveals how such grand projects of modernity as national consolidation, ethnic unification, and imperial expansion have led to consequences that include colonialism, internment camps, the atom bomb, sexual slavery, genocide, and the widespread displacement of peoples that inaugurates diasporas. Diaspora literature thus constitutes one significant focal point where modernity may be critically interrogated. (Same as **English 274 {2753}**.)

Prerequisite: One first-year seminar or 100-level course in English, or one course in Asian studies.

**219 {2550} c. Religion and Fiction in Modern South Asia.** Spring 2013. John Holt.

A study of the Hindu and Buddhist religious cultures of modern South Asia as they have been imagined, represented, interpreted, and critiqued in the literary works of contemporary and modern South Asian writers of fiction and historical novels. (Same as **Religion 219 {2219}**.)



**220 {2850} c. Visualizing Black and Asian Diasporas.** Spring 2013. Wendy Thompson-Taiwo.

Seminar. Explore Black and Asian diasporic experiences in the Americas and Europe through photographic and visual arts representations in the modern world. Discusses the representation of Black and Asian peoples in photographs, advertisements, studio portraits, postcards, and informal snapshots from the nineteenth to the twentieth-first century. Students analyze the political, social, and cultural implications of these visual representations, especially in the context of racial formations, migrant cultures, gender identity, and imperialism. (Same as **Africana Studies 219 {2219}.**)

**221 {2851} c. Afro-Asian Encounters: Reading Comparative American Racial Experiences.** Spring 2013. Wendy Thompson Taiwo.

Seminar. Surveys a breadth of historical and contemporary encounters between African Americans and Asian Americans in the United States. Begins with the earliest waves of Asian immigration in the mid-nineteenth century and ends with contemporary critiques of Blackness and Asianness in what some call a post-racial era. Students learn how various political, economic, and social shifts have contributed to the racial positioning of Black and Asian peoples in relation to dominant white American culture and to each other and what this means in relation to the stratification of racial identities in America. Readings center on themes of shared experiences with and conflict over labor, community-building, interracial relationships, foodways, popular representations, and public perception. (Same as **Africana Studies 246 {2246}.**)

**223 {2551} c - IP. Mahayana Buddhism.** Spring 2013. John Holt.

Studies the emergence of Mahayana Buddhist worldviews as reflected in primary sources of Indian, Chinese, and Japanese origins. Buddhist texts include the *Buddhacarita* ("Life of Buddha"), the *Sukhavati Vyūha* ("Discourse on the 'Pure Land'"), the *Vajraccedika Sutra* (the "Diamond-Cutter"), the *Prajnaparamitra-bhāṣya Sutra* ("Heart Sutra of the Perfection of Wisdom"), the *Saddharmapundarika Sutra* (the "Lotus Sutra"), and the *Platform Sutra of the Sixth Patriarch*, among others. (Same as **Religion 223 {2223}.**)

**227 {2060} b - IP. Contemporary Chinese Politics.** Fall 2012. Christopher Heurlin.

Examines Chinese politics in the context of a prolonged revolution. After a survey of the political system as established in the 1950s and patterns of politics emerging from it, the analytic focus turns to political change in the reform era (since 1979) and the forces driving it. Topics include the political impact of decentralization and marketization, the reintegration into the capitalist world economy, and the development of the legal system. The adaptation by the Communist Party to these changes and the prospects of democratization are also examined. (Same as **Government 227 {2440}.**)

**[230 {2230} c - ESD, IP. Imperialism, Nationalism, Human Rights.** (Same as **History 280 {2344}.**)]

**231 {2830} b - IP. Topics on Asian Economies.** Fall 2013 or Spring 2014. Yao Tang.

A study of the similarities and differences in growth experience and the level of economic output per person in Asian countries. Explores possible causes of differences in economic paths, with a focus on several important economies, including China and Japan. Also discusses the relationship between the Asian economies and the United States economy. (Same as **Economics 239 {2239}.**)

Prerequisite: **Economics 101 and 102.**

**[233 {2570} b - IP. South Asian Popular Culture.** (Same as **Sociology 236 {2236}.**)]

**234 {2821} b - IP. Politics in East Asia.** Spring 2013. Henry C. W. Laurence.

A broad survey of political systems across East Asia, including China, Japan, and North and South Korea. Central topics include twentieth-century political development, democratization, human rights, and the political roles of women. Also examines current international relations in the region. (Same as **Government 234 {2545}.**)

**[236 {2580} c - ESD, IP. India and the Early Modern World.** (Same as **History 282 {2341}.**)]

**237 {2583} c - ESD, IP. Sex and the Politics of the Body in Modern India.** Spring 2013. Rachel Sturman.

Seminar. Explores changing conceptions of the body, sexuality, and gender in South Asia, with a focus on modern formations since the late eighteenth century. Topics include arranged marriage; courtesanship and prostitution; ideas of purity and defilement; gender, sexuality, and nationalism; and the emergence of a contemporary lesbian/gay/queer movement. (Same as **Gender and Women's Studies 259 {2259}** and **History 259 {2801}.**)

Prerequisite: One course in history or permission of instructor.

**[239 {2584} c - ESD, IP. From Gandhi to the Taliban: Secularism and Its Critics in Modern South Asia.** (Same as **History 241 {2800}.**)]

**241 {2553} c - IP. Hindu Cultures.** Fall 2012. John Holt.

A consideration of various types of individual and communal religious practice and religious expression in Hindu tradition, including ancient ritual sacrifice, mysticism and yoga (meditation), dharma and karma (ethical and political significance), pilgrimage (as inward spiritual journey and outward ritual behavior), puja (worship of deities through seeing, hearing, chanting), rites of passage (birth, adolescence, marriage, and death), etc. Focuses on the nature of symbolic expression and behavior as these can be understood from indigenous theories of religious practice. **Religion 220** is recommended as a previous course. (Same as **Religion 221 {2221}.**)

**242 {2554} c - ESD, IP. Theravada Buddhism.** Fall 2012. John Holt.

An examination of the major trajectories of Buddhist religious thought and practice as understood from a reading of primary and secondary texts drawn from the Theravada traditions of India, Sri Lanka, Thailand, and Burma. (Same as **Religion 222 {2222}.**)

**244 {2301} c - IP. Modern Japanese Literature.** Fall 2013. Vyjayanthi Selinger.

As a latecomer to industrial modernity, Japan underwent rapid changes in the early part of the twentieth century. Examines how the creative minds of this period responded to the debates surrounding these sweeping technological and social changes, pondering, among other things, the place of the West in modern Japan, the changing status of women, and the place of minorities. Many of the writers from this period chose to write "I-novels" or first-person fiction. How is the inward turn in narrative tied to modern ideas of the self and its relationship to society? What sorts of quests does this self embark on and how is the end of the journey conceptualized? How do the romantic objects of this (male) self help express notions of stability/instability in a changing world? No prior knowledge of Japanese language, history, or culture is required. All readings in English.

**246 {2270} c - IP. The Fantastic and Demonic in Japanese Literature.** Fall 2012.

Vyjayanthi Selinger.

From possessing spirits and serpentine creatures to hungry ghosts and spectral visions, Japanese literary history is alive with supernatural beings. The focus of study ranges from the earliest times to modernity, examining these motifs in both historical and theoretical contexts. Readings pose the following broad questions: How do representations of the supernatural function in both creation myths of the ancient past and the rational narratives of the modern nation? What is the relationship between liminal beings and a society's notion of purity? How may we understand the uncanny return of dead spirits in medieval Japanese drama? How does the construction of demonic female sexuality vary between medieval and modern Japan? Draws on various genres of representation, from legends and novels to drama, paintings, and cinema. Students develop an appreciation of the hold that creatures from the "other" side maintain over our cultural and social imagination.

**247 {2561} b - ESD, IP. Bollywood, Kollywood, and Beyond: Indian Cinema and Society.** Fall 2012. Sara Dickey.

Explores Indian films, film consumption, and film industries since 1947. Focuses on mainstream cinema in different regions of India, with some attention to the impact of popular film conventions on art cinema and documentary. Topics include the narrative and aesthetic conventions of Indian films, film magazines, fan clubs, cinema and electoral politics, stigmas on acting, filmmakers and filmmaking, rituals of film watching, and audience interpretations of movies. The production, consumption, and content of Indian cinema are examined in social, cultural, and political contexts, particularly with an eye to their relationships to class, gender, and nationalism. Attendance at weekly evening screenings is required. (Same as **Anthropology 232 {2601}**.)

Prerequisite: One of the following: **Anthropology 101**, **Sociology 101**, **Film Studies 101** or **202**, one course in Asian studies; or permission of the instructor.

**252 {2071} c - IP. Cultural Topics in Contemporary China.** Spring 2014. Shu-chin Tsui.

Explores cultural trends in contemporary China with post-socialist condition as the contextual setting and cultural studies the theoretical framework. Discussion topics include rural-urban transformations, experimental art, alternative literature, documentary cinema, fashion codes, and gender issues. Examines how cultural trends reflect and react to China's social-economic transitions, and how the state apparatus and the people participate in cultural production and consumption.

**254 {2072} c - IP, VPA. Transnational Chinese Cinema.** Fall 2012. Shu-chin Tsui.

Introduces students to films produced in the People's Republic of China, Taiwan, and Hong Kong. Places national cinema in a transnational framework and explores how cinema as a sign system constructs sociocultural and aesthetic meanings. Students will benefit most by bringing both an open mind toward non-Western cultural texts, and a critical eye for visual art. (Same as **Film Studies 254 {2254}**.)

**256 {2581} c - ESD, IP. The Making of Modern India.** Fall 2012. Rachel Sturman.

Traces the history of India from the rise of British imperial power in the mid-eighteenth century to the present. Topics include the formation of a colonial economy and society; religious and social reform; the emergence of anti-colonial nationalism; the road to independence and partition; and issues of secularism, democracy, and inequality that have shaped post-colonial Indian society. (Same as **History 261 {2342}**.)

**258 {2582} c - ESD, IP. Politics and Popular Culture in Twentieth-Century India.** Spring 2013. Rachel Sturman.

Examines the new forms of politics and of popular culture that shaped twentieth-century modernity in India. Topics include the emergence of mass politics, secular and religious nationalism, urbanization and the creation of new publics, violence and popular media, modern visual culture, democracy and social movements, and the politics of development. Focuses on the relationship between new sociopolitical forms and new technologies of representation and communication. (Same as **History 263 {2343}**.)

**260 {2080} c. China-Africa Relations in the Global Age.** Fall 2012. Wendy Thompson-Taiwo.

Seminar. China's meteoric rise as a global economic power has encouraged extensive debate by political pundits, economic analysts, and cultural critics in recent years. Focuses the debate on the rise of China as a global power on China's growing influence in Africa—a continent where China has made important inroads in the global era. Through close readings of cultural studies, visual media, and contemporary global analyses, seminar discussions explore the debate on China's drive for resources and investment in African states; analyze the response of African states to China's growing influence in the continent; and discuss evolving cultural exchanges and transnational networks between China and Africa. This Sino-African case study provides an interdisciplinary discussion on how we analyze the idea of the nation and transnationalism in the age of globalization. (Same as **Africana Studies 214 {2214}**.)

**263 {2840} b - IP. Transnational Race and Ethnicity.** Spring 2013. Dhiraj Murthy.

Examines globally mediated formations of ethnic and racial identities, including the ways in which transnational communities are shaped through contact with “homelands” (physically and virtually) and vice versa. Particular attention given to “Black” and “South Asian” diasporic communities based in London and the transnational cultural networks in Africa, the Indian Subcontinent, and the Caribbean that they help maintain. Readings include works by Paul Gilroy, Arjun Appadurai, Les Back, Stuart Hall, Jayne Ihekweunigwe, Ian Ang, and the Delhi-based sarai school. (Same as **Africana Studies 227 {2227}** and **Sociology 227 {2227}**.)

Prerequisite: **Sociology 101** or **Anthropology 101**.

**264 {2101} b. Gender and Family in East Asia.** Fall 2012. Nancy Riley.

Family and gender are central to the organization of East Asian societies, both historically and today. Uses comparative perspectives to examine issues related to family and gender in China, Japan, and Korea. Using the enormous changes experienced in East Asia in recent decades as a context, explores the place of Confucian influences in these societies, the different roles of the state and economy, and the ways that gender and family have been shaped by and shaped those changes. (Same as **Gender and Women's Studies 265 {2265}** and **Sociology 265 {2265}**.)

Prerequisite: **Sociology 101** or **Anthropology 101**.

**265 {2061} b. United States-China Relations.** Spring 2013. Christopher Heurlin.

Examines the development of United States relations with China. Begins with a brief historical examination of the Opium War, then examines United States policy towards the Nationalists and the Communists during the Chinese Civil War. In the aftermath of the civil war and subsequent revolution, the role of China in the Cold War will be discussed. Then focuses on more contemporary issues in United States-China relations, drawing links between the

domestic politics of both countries and how they influence the formulation of foreign policy. Contemporary issues addressed include human rights, trade, the Taiwanese independence movement, nationalism, and China's growing economic influence in the world. (Same as **Government 272 {2540}**.)

**266 {2073} c - IP. Chinese Women in Fiction and Film.** Spring 2013. Shu-chin Tsui.

Approaches the subject of women and writing in twentieth- and early twenty-first-century China from perspectives of gender studies, literary analysis, and visual representations. Considers women writers, filmmakers, and their works in the context of China's social-political history as well as its literary and visual traditions. Focuses on how women writers and directors negotiate gender identity against social-cultural norms. Also constructs a dialogue between Chinese women's works and Western feminist assumptions. (Same as **Gender and Women's Studies 266 {2266}**.)

**[269 {2090} - MCSR. Applied Research Practicum: Chinese Rural to Urban Migration.** (Same as **Economics 277 {3277}** and **Gender and Women's Studies 277 {2277}**.)]

**271 {2011} c. History of China II: Middle and Late Imperial Periods (800 to 1800).** Spring 2013. Leah Zuo.

Second installment of a three-part introduction to Chinese history. Begins with the conditions shortly before the Golden Age (Tang Dynasty) collapses, and ends with the heyday of the last imperial dynasty (Qing Dynasty). Major topics include the burgeoning of "modernity" in economic and political patterns, the relation between state and society, the voice and presence of new social elites, ethnic identities, and the cultural, economic, and political encounters between China and the West. (Same as **History 273 {2321}**.)

**273 {2005} c. Science, Technology, and Society in China.** Spring 2013. Leah Zuo.

Seminar. Examines Chinese science and technology in the cultural, intellectual, and social circumstances. Surveys the main fields of study in traditional Chinese science and technology, the nodal points of invention and discovery, and important conceptual themes associated with natural studies since antiquity to the early twentieth century. Prominent themes include astronomy and court politics, alchemy and Daoism, printing technology and books, the dissemination of Western natural science, among others. Reading materials reflect the interdisciplinary approach of this course and include secondary literature on cultural, intellectual history, ethnography, and the sociology of scientific knowledge. (Same as **History 260 {2781}**.)

**275 {2010} c. History of China I: Antiquity and Late Antiquity (2000 B.C.E. to 800 C.E.).** Fall 2012. Leah Zuo.

First installment of a three-part introduction to Chinese history. Explores the origins and foundations of Chinese civilization. Prominent themes include the inception of the imperial system, the intellectual florescence in classical China, the introduction and assimilation of Buddhism, the development of Chinese cosmology, and the interactions between early China and neighboring regions. Class discussion of historical writings complemented with literary works and selected pieces of the visual arts. (Same as **History 275 {2320}**.)

*Note:* This course fulfills the pre-modern requirement for history majors.

**276 {2002} c. The Classical Roots of Chinese Thought.** Fall 2012. Leah Zuo.

Seminar. Addresses Chinese thought from the time of Confucius, ca. sixth century B.C.E., up to the beginning of the Common Era. The first half of the time period nurtured many

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renowned thinkers, who devoted themselves to the task of defining and disseminating ideas. The latter half witnessed the canonization of a number of significant traditions, including Confucianism. Major problems that preoccupied the thinkers include order and chaos, human nature, the relationship between man and nature, among others. Students instructed to treat philosophical ideas as historically conditioned constructs and to interrogate them in contexts. (Same as **History 276 {2780}.**)

*Note:* This course fulfills the pre-modern requirement for history majors.

### **281 {2260} c - IP. The Courty Society of Heian Japan.** Fall 2012. Thomas D. Conlan.

Seminar. Japan's courtly culture spawned some of the greatest cultural achievements the world has ever known. Using the *Tale of Genji*, a tenth-century novel of romance and intrigue, attempts to reconstruct the complex world of courtly culture in Japan, where marriages were open and easy, even though social mobility was not; and where the greatest elegance, and most base violence, existed in tandem. (Same as **History 281 {2760}.**)

*Note:* This course fulfills the pre-modern requirement for history majors.

### **282 {2320} b - ESD, IP. Japanese Politics and Society.** Fall 2012. Henry C. W. Laurence.

Comprehensive overview of modern Japanese politics in historical, social, and cultural context. Analyzes the electoral dominance of the Liberal Democratic Party, the nature of democratic politics, and the rise and fall of the economy. Other topics include the status of women and ethnic minorities, education, war guilt, nationalism, and the role of the media. (Same as **Government 232 {2450}.**)

### **283 {2250} c - ESD, IP. The Origins of Japanese Culture and Civilization.** Fall 2012 and 2013. Thomas D. Conlan.

How do a culture, a state, and a society develop? Designed to introduce the culture and history of Japan by exploring how "Japan" came into existence, and to chart how patterns of Japanese civilization shifted through time. Attempts to reconstruct the tenor of life through translations of primary sources, and to lead to a greater appreciation of the unique and lasting cultural and political monuments of Japanese civilization. (Same as **History 283 {2300}.**)

*Note:* This course fulfills the pre-modern requirement for history majors.

### **284 {2251} c - ESD, IP. The Emergence of Modern Japan.** Spring 2013 and 2014. Thomas D. Conlan.

What constitutes a modern state? How durable are cultures and civilizations? Examines the patterns of culture in a state that managed to expel European missionaries in the seventeenth century, and came to embrace all things Western as being "civilized" in the mid-nineteenth century. Compares the unique and vibrant culture of Tokugawa Japan with the rapid program of late-nineteenth-century industrialization, which resulted in imperialism, international wars and, ultimately, the postwar recovery. (Same as **History 284 {2301}.**)

### **285 {2261} c - IP. Conquests and Heroes.** Spring 2015. Thomas D. Conlan.

Seminar. Examines the experience of war in China, Japan, and Europe in order to ascertain the degree to which war is a culturally specific act. Explores narratives of battle and investigates "heroic" qualities of European, Chinese, and Japanese figures. A secondary theme constitutes an examination of the impact the thirteenth-century Mongol Invasions had on each of these military cultures. (Same as **History 285 {2761}.**)

*Note:* This course fulfills the pre-modern requirement for history majors.

**286 {2262} c - IP. Japan and the World.** Fall 2014. Thomas D. Conlan.

Seminar. Explores Japan's relations with China, Korea, and Europe in premodern and modern contexts. Also explores larger issues of state identity and cultures in East Asia. (Same as **History 286 {2762}**.)

*Note:* This course fulfills the pre-modern requirement for history majors.

**287 {2263} c - ESD, IP. Kingship in Comparative Perspective.** Spring 2014. Thomas D. Conlan.

Seminar. What makes a king? How does one characterize or define sovereign authority and to what degree is this culturally specific? Explores the nature of kingship through a comparative perspective, contrasting Buddhist and Confucian notions of kingship and sovereignty. Focuses on Asia (South Asia, China, and Japan), although further insight is provided through comparisons with medieval Europe. (Same as **History 287 {2763}**.)

**289 {2501} c - IP. Construction of the Goddess and Deification of Women in Hindu Religious Tradition.** Fall 2013. Sree Padma Holt.

Focuses include (1) an examination of the manner in which the power of the feminine has been expressed mythologically and theologically in Hinduism; (2) how various categories of goddesses can be seen or not as the forms of the "great goddess"; and (3) how Hindu women have been deified, a process that implicates the relationship between the goddess and women. Students read a range of works, primary sources, biographies and myths of deified women, and recent scholarship on goddesses and deified women. (Same as **Gender and Women's Studies 289 {2289}** and **Religion 289 {2289}**.)

**291–294 {2970–2973} c. Intermediate Independent Study in Asian Studies.** The Program.

**299 {2999} c. Intermediate Collaborative Study in Asian Studies.** The Program.

**332 {3300} b. Advanced Seminar in Japanese Politics.** Spring 2014. Henry C. W. Laurence.

Analyzes the political, social, and cultural underpinnings of modern politics, and asks how democracy works in Japan compared with other countries. Explores how Japan has achieved stunning material prosperity while maintaining among the best health care and education systems in the world, high levels of income equality, and low levels of crime. Students are also instructed in conducting independent research on topics of their own choosing. (Same as **Government 332 {3400}**.)

Prerequisite: **Asian Studies 282** (same as **Government 232**).

**333 {3060} b. Advanced Seminar in Chinese Politics.** Spring 2013. Christopher Heurlin.

Seminar. Asks the question: Why was China not only able to survive the collapse of international communism after the Cold War but become an economic superpower? Drawing on evidence from the past twenty years, examines the sources of strength and fragility in the regime. Areas of focus include elite politics and the Communist Party, reform of the state-owned sector, the rise of private entrepreneurs, social protest, religion, and corruption. Class is discussion-based and assignments include short writing responses and a research paper. (Same as **Government 333 {3410}**.)

**[337 {3810} b. Advanced Seminar in Democracy and Development in Asia.** (Same as **Government 337 {3550}**.)]



## COURSES OF INSTRUCTION

**[344 {3550} c. Religious Culture and Politics in Southeast Asia.** (Same as **Government 393 {3900}** and **Religion 344 {3344}**.)]

**380 {3250} c. The Warrior Culture of Japan.** Spring 2013. Thomas D. Conlan.

Explores the “rise” of the warrior culture of Japan. In addition to providing a better understanding of the judicial and military underpinnings of Japan’s military “rule” and the nature of medieval Japanese warfare, shows how warriors have been perceived as a dominant force in Japanese history. Culminates in an extended research paper. (Same as **History 380 {3300}**.)

Prerequisite: **Asian Studies 283** (same as **History 283**) or **284** (same as **History 284**), or permission of the instructor.

*Note:* This course fulfills the pre-modern requirement for history majors.

**401–404 {4000–4003} c. Advanced Independent Study and Honors in Asian Studies.** The Program.

**405 {4029} c. Advanced Collaborative Study in Asian Studies.** The Program.

## CHINESE

**101 {1101} c. Elementary Chinese I.** Fall 2012. Songren Cui.

A foundation course for communicative skills in modern Chinese (Mandarin). Five hours of class per week. Introduction to the sound system, essential grammar, basic vocabulary, and approximately 350 characters (simplified version). Develops rudimentary communicative skills. No prerequisite. Followed by **Chinese 102**.

**102 {1102} c. Elementary Chinese II.** Spring 2013. Songren Cui.

A continuation of **Chinese 101**. Five hours of class per week. Covers most of the essential grammatical structures and vocabulary for basic survival needs and simple daily routine conversations. Introduction to the next 350 characters (simplified version), use of Chinese-English dictionary. Followed by **Chinese 203**.

Prerequisite: **Chinese 101** or permission of the instructor.

**103 {1103} c. Advanced Elementary Chinese I.** Fall 2012. Yuxia Xiu.

An accelerated course for elementary Chinese designed for heritage speakers and for students who have had some background in Chinese language. Emphasis on improvement of pronunciation, consolidation of basic Chinese grammar, vocabulary enhancement, reading comprehension, and writing. Five hours of class per week and individual tutorials. Followed by **Chinese 104**. Students should consult with the program about appropriate placement.

**104 {1104} c. Advanced Elementary Chinese II.** Spring 2013. Yuxia Xiu.

A continuation of **Chinese 103**. An all-around upgrade of communicative skills with an emphasis on accuracy and fluency. Cover more than 1,000 Chinese characters together with **Chinese 103**. Propels those with sufficient competence directly to **Advanced-Intermediate Chinese (205 and 206)** after a year of intensive training. Followed by **Chinese 203** or **205** with instructor’s approval.

**203 {2203} c. Intermediate Chinese I.** Fall 2012. Yuxia Xiu.

An intermediate course in modern Chinese. Five hours of class per week. Consolidates and expands the knowledge of grammar and vocabulary, with 400 additional characters. Further



improves students' Chinese proficiency with a focus on accuracy, fluency, and complexity. Followed by **Chinese 204**.

Prerequisite: **Chinese 102** or permission of the instructor.

**204 {2204} c. Intermediate Chinese II.** Spring 2013. Yuxia Xiu.

A continuation of **Chinese 203**. Five hours of class per week. Further develops students' communicative competence and strives to achieve a balance between the receptive and productive skills. Students learn another 400 characters; read longer, more complex texts; and write short compositions with increasing discourse cohesion. Followed by **Chinese 205**.

Prerequisite: **Chinese 203** or permission of the instructor.

**205 {2205} c. Advanced-Intermediate Chinese I.** Fall 2012. Songren Cui.

A pre-advanced course in modern Chinese. Three hours of class per week. Upgrades students' linguistic skills and cultural knowledge to explore edited or semi-authentic materials. Followed by **Chinese 206**.

Prerequisite: **Chinese 204** or permission of the instructor.

**206 {2206} c. Advanced-Intermediate Chinese II.** Spring 2013. Songren Cui.

A continuation of **Chinese 205**. Three hours of class per week. Focuses on the improvement of reading comprehension and speed, and essay writing skills. Deals particularly with edited and/or authentic materials from Chinese mass media such as newspapers and the Internet. Followed by **Chinese 307**.

Prerequisite: **Chinese 205** or permission of the instructor.

**307 {3307} c. Advanced Chinese I.** Fall 2012. Shu-chin Tsui.

Designed to develop mastery of the spoken and written language. Emphasis given to reading and writing, with focus on accuracy, complexity, and fluency in oral as well as written expression. Assigned work includes written composition and oral presentations.

Prerequisite: **Chinese 206** or permission of the instructor.

**308 {3308} c. Advanced Chinese II.** Spring 2013. Shu-chin Tsui.

Continuation of **Chinese 307**.

Prerequisite: **Chinese 307** or permission of the instructor.

**401–404 {4000–4003} c. Independent Study in Chinese.** The Program.

**405 {4029} c. Collaborative Study in Chinese.** The Program.

## JAPANESE

**101 {1101} c. Elementary Japanese I.** Fall 2012. Mitsuko Numata.

An introductory course in modern Japanese language. In addition to mastering the basics of grammar, emphasis is placed on active functional communication in the language, reading, and listening comprehension. Context-oriented conversation drills are complemented by audio materials. The two kana syllabaries and 60 commonly used kanji are introduced. No prerequisite. Followed by **Japanese 102**.

## COURSES OF INSTRUCTION

### **102 {1102} c. Elementary Japanese II.** Spring 2013. Mitsuko Numata.

A continuation of the fundamentals of Japanese grammar structures and further acquisition of spoken communication skills, listening comprehension, and proficiency in reading and writing. Introduces an additional 90 kanji.

Prerequisite: **Japanese 101** or permission of the instructor.

### **203 {2203} c. Intermediate Japanese I.** Fall 2012. Vyjayanthi Selinger.

An intermediate course in modern Japanese language, with introduction of advanced grammatical structures, vocabulary, and characters. Continuing emphasis on acquisition of well-balanced language skills based on an understanding of the actual use of the language in the Japanese sociocultural context. Introduces an additional 100 kanji.

Prerequisite: **Japanese 102** or permission of the instructor.

### **204 {2204} c. Intermediate Japanese II.** Spring 2013. Vyjayanthi Selinger.

A continuation of **Japanese 203** with the introduction of more advanced grammatical structures, vocabulary, and characters.

Prerequisite: **Japanese 203** or permission of the instructor.

### **205 {2205} c. Advanced-Intermediate Japanese I.** Fall 2012. Mitsuko Numata.

Increases students' proficiency in both spoken and written modern Japanese. A variety of written and audiovisual materials are used to consolidate and expand mastery of more advanced grammatical structures and vocabulary. Includes oral presentation, discussion, and composition in Japanese.

Prerequisite: **Japanese 204** or permission of the instructor.

### **206 {2206} c. Advanced-Intermediate Japanese II.** Spring 2013. Mitsuko Numata.

A continuation and progression of materials used in **Japanese 205**.

Prerequisite: **Japanese 205** or permission of the instructor.

### **[308 {3308} c. Advanced Japanese II.]**

### **401–404 {4000–4003} c. Independent Study in Japanese.** The Program.

### **405 {4029} c. Collaborative Study in Japanese.** The Program.

## BIOCHEMISTRY

Anne E. McBride, *Program Director*

Penny Westfall, *Program Coordinator*

*Professor:* Bruce D. Kohorn (Biology)

*Associate Professor:* Anne E. McBride (Biology)

*Assistant Professors:* Danielle H. Dube (Chemistry), Benjamin C. Gorske (Chemistry)

*Contributing Faculty:* Richard D. Broene, Barry A. Logan

*Laboratory Instructor:* Kate R. Farnham

*Note:* Following is a list of required and elective courses for the major in biochemistry. Please refer to the departments of Biology, Chemistry, Mathematics, and Physics for further information, including course descriptions, instructors, and semesters when these courses will next be offered.

### Requirements for the Major in Biochemistry

All majors must complete the following courses: **Biology 102 or 109, 224; Chemistry 102 or 109, 225, 226, 232, 251; Mathematics 161, 171; Physics 103, 104.** Majors must also complete two courses from the following: **Biology 210** (same as **Environmental Studies 210**), **212, 214, 217, 218, 253, 257, 266, 304, 307, 314, 317, 333, 401–404; Chemistry 210, 240, 252, 305** (same as **Environmental Studies 305**), **306** (same as **Environmental Studies 306**), **325, 327, 331, 401–404; Physics 223, 401–404.** Students may include one 400-level course as an elective. Students taking independent study courses for honors in the biochemistry major should register for **Biochemistry 401–404.**

**Bowdoin College does not offer a minor in biochemistry.**

### Advanced Courses

**401–404 {4000–4003} a. Advanced Independent Study and Honors in Biochemistry.** The Department.

**405 {4029} a. Advanced Collaborative Study in Biochemistry.** The Department.

## BIOLOGY

Michael F. Palopoli, *Department Chair*

Julie J. Santorella, *Department Coordinator*

*Professors:* Patsy S. Dickinson (Neuroscience), Amy S. Johnson†, Bruce D. Kohorn

(Biochemistry), Barry A. Logan, Carey R. Phillips, Nathaniel T. Wheelwright

*Associate Professors:* Hadley Wilson Horch (Neuroscience), John Lichter (Environmental Studies),

Anne E. McBride (Biochemistry), Michael F. Palopoli

*Assistant Professors:* Jack R. Bateman, Vladimir Douhovnikoff, William R. Jackman

*Visiting Faculty:* Michael T. Nishizaki, Samuel H. Taylor

*Scholar:* Trevor Rivers

*Director of Bowdoin Scientific Station on Kent Island:* Damon P. Gannon

*Laboratory Instructors:* Pamela J. Bryer, Nancy J. Curtis, Shana Stewart Deeds, Kate R. Farnham,

Janet Gannon, Stephen A. Hauptman, Jaret S. Reblin, Elizabeth Koski Richards

### Requirements for the Major in Biology

The major consists of eight courses in the department exclusive of independent study and courses below the 100 level. Majors are required to complete **Biology 102** or **109**, and three of the twelve core courses. Core courses are divided into three groups. One course must be taken from each group. Majors are also required to complete four elective courses, at least two of which have to be higher than **250**.

#### *Group 1:*

Genetics and Molecular Biology; Microbiology; Developmental Biology; Biochemistry and Cell Biology; Neurobiology

#### *Group 2:*

Comparative Physiology; Plant Physiology; Developmental Biology; Neurobiology

#### *Group 3:*

Behavioral Ecology and Population Biology; Biology of Marine Organisms; Evolution; Biodiversity and Conservation Science

Majors must also complete **Mathematics 171** (or above) or **Mathematics 161** and one of the following: **Mathematics 165**, **Psychology 252**. Additional requirements are **Physics 103** (or any physics course that has a prerequisite of **Physics 103**), **Chemistry 102** or **109**, and **Chemistry 225**. Students are advised to complete **Biology 102** or **109** and the chemistry, mathematics, and physics courses by the end of the sophomore year. Students planning postgraduate education in science or the health professions should note that graduate and professional schools are likely to have additional admissions requirements in chemistry, mathematics, and physics. Advanced placement credits may not be used to fulfill any of the course requirements for the major.

### Grade Requirements

Only one D grade is allowed in courses required for the major or minor. This D must be offset by an A or B grade in another course also required for the major. Courses that will count toward the major must be taken on a graded basis (not Credit/D/Fail).

## Interdisciplinary Majors

The department participates in interdisciplinary programs in biochemistry, environmental studies, and neuroscience. See pages 75, 135, and 248.

## Requirements for the Minor in Biology

The minor consists of five courses within the department numbered **102** or above, with two courses to be taken from two of the three core groups. See Requirements for the Major in Biology.

## Introductory, Intermediate, and Advanced Courses

**057 {1057} a - INS. Senses in the Ocean.** Fall 2012. Trevor Rivers.

How do marine organisms sense their surroundings? Topics primarily focus on light and sound, and how animals both perceive and produce signals. Examples include exploring how bioluminescence is used for communication, camouflage, and predation, and how sound is used for both communication and locating prey. Other topics may include chemical, tactile, and electrical signals.

**61 {1061} a - INS. Your First Nine Months: From Conception to Birth.** Spring 2013. Carey R. Phillips.

Covers the biological events from the process of fertilization through early development and birth of a human. Intended for those who have had little biology or do not intend to major in biology. Explores the formation of the major organ systems and how the parts of the body are constructed in the correct places and at the correct times. Also discusses topics such as cloning and the effects of prenatal use of drugs as they relate to the biological principles involved in early human development. Includes a few in-class laboratory sessions in which students learn to do experiments, and collect, analyze, and interpret data.

**85 {1085} a - INS. From Brain to Behavior.** Fall 2013. Hadley Wilson Horch.

All human social, cognitive, and sexual behaviors require complex functions of the nervous system. For example, the brain and spinal cord together work to control body movements, senses, learning and memory, language, emotions, dreaming, and all other complex thought processes. Surveys the biology underlying these nervous system functions. Diseases of the brain, drug actions, injury and repair are also discussed. Includes comparative examinations of nervous systems in other organisms.

**101 {1101} a - MCSR, INS. Biological Principles I.** Fall 2012. Anne E. McBride.

The first in a two-semester introductory biology sequence. Topics include fundamental principles of cellular and molecular biology with an emphasis on providing a problem-solving approach to an understanding of genes, RNA, proteins, and cell structure and communication. Focuses on developing quantitative skills, as well as critical thinking and problem solving skills. Lecture and weekly laboratory/discussion groups. *To ensure proper placement, students must take the biology placement examination and must be recommended for placement in **Biology 101**. Students continuing in biology will take **Biology 102**, not **Biology 109**, as their next biology course.*

**102 {1102} a - MCSR, INS. Biological Principles II.** Spring 2013. Barry A. Logan.

The second in a two-semester introductory biology sequence. Emphasizes fundamental biological principles extending from the physiological to the ecosystem level of living organisms. Topics include physiology, ecology, and evolutionary biology, with a focus on

## COURSES OF INSTRUCTION

developing quantitative skills as well as critical thinking and problem solving skills. Lecture and weekly laboratory/discussion groups.

Prerequisite: **Biology 101**.

**109 {1109} a - MCSR, INS. Scientific Reasoning in Biology.** Every semester. Fall 2012. Jack R. Bateman and Patsy S. Dickinson. Spring 2013. Bruce D. Kohorn and Nathaniel T. Wheelwright.

Lectures examine fundamental biological principles, from the sub-cellular to the ecosystem level with an emphasis on critical thinking and the scientific method. Laboratory sessions will help develop a deeper understanding of the techniques and methods used in the biological science by requiring students to design and conduct their own experiments. Lecture and weekly laboratory/discussion groups. *To ensure proper placement, students must take the biology placement examination and must be recommended for placement in **Biology 109**.*

**154 {1154} a - INS. Ecology of the Gulf of Maine and Bay of Fundy.** Fall 2012. Damon P. Gannon.

The Gulf of Maine/Bay of Fundy system is a semi-enclosed sea bordered by three U.S. states and two Canadian provinces. It supports some of the world's most productive fisheries and played a key role in European colonization of North America. Investigates how the species found in this body of water interact with each other and with the abiotic components of their environment. Topics include natural history; geological and physical oceanography; characteristics of major habitats; biology of macroinvertebrates, fishes, seabirds, and marine mammals; biogeography; food webs; and fisheries biology. Examines how human activities such as fishing, aquaculture, shipping, and coastal development affect the ecology of the region. Includes lectures, discussions of the primary literature, and field excursions. (Same as **Environmental Studies 154 {1154}**.)

Prerequisite: One of the following: **Biology 102** or **109**, **Environmental Studies 101** or **102** (same as **Earth and Oceanographic Science 102**).

**158 {1158} a - MCSR, INS. Perspectives in Environmental Science.** Every spring. Spring 2013. John Lichter and Dharni Vasudevan.

Functioning of the earth system is defined by the complex and fascinating interaction of processes within and between four principal spheres: land, air, water, and life. Leverages key principles of environmental chemistry and ecology to unravel the intricate connectedness of natural phenomena and ecosystem function. Fundamental biological and chemical concepts are used to understand the science behind the environmental dilemmas facing societies as a consequence of human activities. Laboratory sessions consist of local field trips, laboratory experiments, group research, case study exercises, and discussions of current and classic scientific literature. (Same as **Chemistry 105 {1105}** and **Environmental Studies 201 {2201}**.)

Prerequisite: One 100-level or higher course in biology, chemistry, earth and oceanographic science, or physics.

**174 {1174} a - MCSR. Biomathematics.** Every fall. Fall 2012. Mary Lou Zeeman.

A study of mathematical modeling in biology, with a focus on translating back and forth between biological questions and their mathematical representation. Biological questions are drawn from a broad range of topics, including disease, ecology, genetics, population dynamics, and neurobiology. Mathematical methods include discrete and continuous (ODE) models and simulation, box models, linearization, stability analysis, attractors, oscillations, limiting behavior, feedback, and multiple time-scales. Three hours of class meetings and 1.5 hours of

computer laboratory sessions per week. Within the biology major, this course may count as the mathematics credit or as biology credit, but not both. Students are expected to have taken a year of high school or college biology prior to this course. (Same as **Mathematics 204 {2108}**.)

Prerequisite: **Mathematics 161** or higher, or permission of the instructor.

**202 {2002}. 3-D Digital Animation Studio.** Fall 2012. Carey R. Phillips.

Explores the uses of art and three-dimensional animations in communicating complex dynamic and spatial relationships, primarily as they pertain to explaining scientific concepts. Students use primary literature to explore a science problem in a seminar-type format. Study of filmmaking and use of high-end three-dimensional animation software. Concludes with a team effort to create a three-dimensional animated film of the science problem. (Same as **Visual Arts 255 {2701}**.)

**210 {2210} a - MCSR, INS. Plant Physiology.** Fall 2012. Samuel H. Taylor.

An introduction to the physiological processes that enable plants to grow under the varied conditions found in nature. General topics discussed include the acquisition, transport, and use of water and mineral nutrients, photosynthetic carbon assimilation, and the influence of environmental and hormonal signals on development and morphology. Adaptation and acclimation to extreme environments and other ecophysiological subjects are also discussed. Weekly laboratories reinforce principles discussed in lecture and expose students to modern research techniques. (Same as **Environmental Studies 210 {2223}**.)

Prerequisite: **Biology 102** or **109**.

**212 {2112} a - MCSR, INS. Genetics and Molecular Biology.** Every spring. Jack R. Bateman.

Integrated coverage of organismic and molecular levels of genetic systems. Topics include modes of inheritance, the structure and function of chromosomes, the mechanisms and control of gene expression, recombination, mutagenesis, techniques of molecular biology, and human genetic variation. Laboratory sessions are scheduled.

Prerequisite: **Biology 102** or **109**.

**213 {2135} a - MCSR, INS. Neurobiology.** Every fall. Hadley Wilson Horch.

Examines fundamental concepts in neurobiology from the molecular to the systems level. Topics include neuronal communication, gene regulation, morphology, neuronal development, axon guidance, mechanisms of neuronal plasticity, sensory systems, and the molecular basis of behavior and disease. Weekly lab sessions introduce a wide range of methods used to examine neurons and neuronal systems.

Prerequisite: **Biology 102** or **109**.

**214 {2214} a - MCSR, INS. Comparative Physiology.** Every spring. Patsy S. Dickinson.

An examination of animal function, from the cellular to the organismal level. The underlying concepts are emphasized, as are the experimental data that support our current understanding of animal function. Topics include the nervous system, hormones, respiration, circulation, osmoregulation, digestion, and thermoregulation. Labs are short, student-designed projects involving a variety of instrumentation. Lectures and four hours of laboratory work per week.

Prerequisite: **Biology 102** or **109**.

**215 {2315} a - MCSR, INS. Behavioral Ecology and Population Biology.** Fall 2012.

Nathaniel T. Wheelwright.

Study of the behavior of animals and plants, and the interactions between organisms and their environment. Topics include population growth and structure, and the influence of competition, predation, and other factors on the behavior, abundance, and distribution of plants and animals. Laboratory sessions, field trips, and research projects emphasize concepts in ecology, evolution and behavior, research techniques, and the natural history of local plants and animals. Optional field trip to the Bowdoin Scientific Station on Kent Island. (Same as **Environmental Studies 215 {2224}**.)

Prerequisite: **Biology 102** or **109**.

**216 {2316} a - MCSR, INS. Evolution.** Every spring. Michael F. Palopoli.

Examines one of the most breathtaking ideas in the history of science—that all life on this planet descended from a common ancestor. An understanding of evolution illuminates every subject in biology, from molecular biology to ecology. Provides a broad overview of evolutionary ideas, including the modern theory of evolution by natural selection, evolution of sexual reproduction, patterns of speciation and macro-evolutionary change, evolution of sexual dimorphisms, selfish genetic elements, and kin selection. Laboratory sessions are devoted to semester-long, independent research projects.

Prerequisite: **Biology 102** or **109**.

**217 {2175} a - MCSR, INS. Developmental Biology.** Every fall. William R. Jackman.

An examination of current concepts of embryonic development, with an emphasis on experimental design. Topics include cell fate specification, morphogenetic movements, cell signaling, differential gene expression and regulation, organogenesis, and the evolutionary context of model systems. Project-oriented laboratory work emphasizes experimental methods. Lectures and three hours of laboratory per week.

Prerequisite: **Biology 102** or **109**.

**218 {2118} a - INS. Microbiology.** Every spring. Anne E. McBride.

An examination of the structure and function of microorganisms, from viruses to bacteria to fungi, with an emphasis on molecular descriptions. Subjects covered include microbial structure, metabolism, and genetics. Control of microorganisms and environmental interactions are also discussed. Laboratory sessions every week. **Chemistry 225** is recommended.

Prerequisite: **Biology 102** or **109**.

**219 {2319} a - MCSR, INS. Biology of Marine Organisms.** Fall 2012. Michael T. Nishizaki.

The study of the biology and ecology of marine mammals, seabirds, fish, intertidal and subtidal invertebrates, algae, and plankton. Also considers the biogeographic consequences of global and local ocean currents on the evolution and ecology of marine organisms. Laboratories, field trips, and research projects emphasize natural history, functional morphology, and ecology. Lectures and four hours of laboratory or field trip per week. One weekend field trip included. (Same as **Environmental Studies 219 {2229}**.)

Prerequisite: **Biology 102** or **109**.

**224 {2124} a - MCSR, INS. Biochemistry and Cell Biology.** Every fall. Bruce D. Kohorn.

Focuses on the structure and function of cells as we have come to know them through the interpretation of direct observations and experimental results. Emphasis is on the scientific



(thought) processes that have allowed us to understand what we know today, emphasizing the use of genetic, biochemical, and optical analysis to understand fundamental biological processes. Covers details of the organization and expression of genetic information, and the biosynthesis, sorting, and function of cellular components within the cell. Concludes with examples of how cells perceive signals from other cells within cell populations, tissues, organisms, and the environment. Three hours of lab each week. **Chemistry 225** is recommended.

Prerequisite: **Biology 102** or **109**.

**225 {2325} a - MCSR, INS. Biodiversity and Conservation Science.** Fall 2013. John Lichter.

People rely on nature for food, materials, medicines, and recreation; yet the fate of Earth's biodiversity is rarely given priority among the many pressing problems facing humanity today. Explores the interactions within and among populations of plants, animals, and microorganisms, and the mechanisms by which those interactions are regulated by the physical and chemical environment. Major themes are biodiversity and the processes that maintain biodiversity, the relationship between biodiversity and ecosystem function, and the science underlying conservation efforts. Laboratory sessions consist of student research, local field trips, laboratory exercises, and discussions of current and classic ecological literature. (Same as **Environmental Studies 225 {2225}**.)

Prerequisite: **Biology 102** or **109**, or **Environmental Studies 201** (same as **Biology 158** and **Chemistry 105**).

**253 {2553} a. Neurophysiology.** Every fall. Patsy S. Dickinson.

A comparative study of the function of the nervous system in invertebrate and vertebrate animals. Topics include the mechanism that underlie both action potentials and patterns of spontaneous activity in individual nerve cells, interactions between neurons, and the organization of neurons into larger functional units. Lectures and four hours of laboratory work per week.

Prerequisite: **Biology 102** or **109**; and **Biology 213, 214**, or **Psychology 218**.

**254 {2554} a - MCSR, INS. Biomechanics.** Spring 2014. Amy S. Johnson.

Examines the quantitative and qualitative characterization of organismal morphology, and explores the relationship of morphology to measurable components of an organism's mechanical, hydrodynamic, and ecological environment. Lectures, labs, field trips, and individual research projects emphasize (1) analysis of morphology, including analyses of the shape of individual organisms as well as of the mechanical and molecular organization of the tissues; (2) characterization of water flow associated with organisms; and (3) analyses of the ecological and mechanical consequences to organisms of their interaction with their environment. Introductory physics and calculus are strongly recommended.

Prerequisite: **Biology 102** or **109**, or one 100-level course in chemistry, earth and oceanographic science, mathematics, or physics.

**257 {2557} a. Immunology.** Fall 2012. Anne E. McBride.

Covers the development of the immune response, the cell biology of the immune system, the nature of antigens, antibodies, B and T cells, and the complement system. The nature of natural immunity, transplantation immunology, and tumor immunology also considered.

Prerequisite: **Biology 212, 217, 218**, or **224**, or permission of the instructor.

**258 {2558} a. Ornithology.** Spring 2013. Nathaniel T. Wheelwright.

Advanced study of the biology of birds, including anatomy, physiology, distribution, and systematics, with an emphasis on avian ecology and evolution. Through integrated laboratory sessions, field trips, discussion of the primary literature, and independent research, students learn identification of birds, functional morphology, and research techniques such as experimental design, behavioral observation, and field methods. Optional field trip to the Bowdoin Scientific Station on Kent Island.

Prerequisite: **Biology 215** (same as **Environmental Studies 215**) or **225** (same as **Environmental Studies 225**).

**266 {2566} a. Molecular Neurobiology.** Spring 2013. Hadley Wilson Horch.

Examination of the molecular control of neuronal structure and function. Topics include the molecular basis of neuronal excitability, the factors involved in chemical and contact-mediated neuronal communication, and the complex molecular control of developing and regenerating nervous systems. Weekly laboratories complement lectures by covering a range of molecular and cellular techniques used in neurobiology and culminate in brief independent projects.

Prerequisite: **Biology 102** or **109**; and one of the following: **Biology 212, 213, 224, 253**, or **Psychology 218**.

**271 {2571} a. Biology of Marine Mammals.** Fall 2014. Damon P. Gannon.

Examines the biology of cetaceans, pinnipeds, sirenians, and sea otters. Topics include diversity, evolution, morphology, physiology, ecology, behavior, and conservation. Detailed consideration given to the adaptations that allow these mammals to live in the sea. Includes lecture, discussion of primary literature, lab, field trips, and student-selected case studies. Laboratory and field exercises consider anatomy, biogeography, social organization, foraging ecology, population dynamics, bioacoustics, and management of the marine mammal species found in the Gulf of Maine. (Same as **Environmental Studies 271 {2271}**.)

Prerequisite: One of the following: **Biology 154** (same as **Environmental Studies 154**), **158** (same as **Chemistry 105** and **Environmental Studies 201**), **215** (same as **Environmental Studies 215**), **216, 219** (same as **Environmental Studies 219**), or **225** (same as **Environmental Studies 225**).

**274 {2574} a - MCSR, INS. Marine Conservation Biology.** Fall 2013. Damon P. Gannon.

Introduces key biological concepts that are essential for understanding conservation issues. Explores biodiversity in the world's major marine ecosystems; the mechanisms of biodiversity loss at the genetic, species, and ecosystem levels; and the properties of marine systems that pose unique conservation challenges. Investigates the theory and practice of marine biodiversity conservation, focusing on the interactions among ecology, economics, and public policy. Consists of lecture/discussion, lab, field trips, guest seminars by professionals working in the field, and student-selected case studies. (Same as **Environmental Studies 274 {2274}**.)

Prerequisite: One of the following: **Biology 154** (same as **Environmental Studies 154**), **Biology 215** (same as **Environmental Studies 215**), **Biology 219** (same as **Environmental Studies 219**), or **Biology 225** (same as **Environmental Studies 225**), **Environmental Studies 101, Environmental Studies 201** (same as **Biology 158** and **Chemistry 105**), or permission of the instructor.

**280 {2580} a. Plant Responses to the Environment.** Spring 2013. Samuel H. Taylor.

Plants can be found growing under remarkably stressful conditions. Even your own backyard poses challenges to plant growth and reproduction. Survival is possible only because of a diverse suite of elegant physiological and morphological adaptations. The physiological ecology of plants from extreme habitats (e.g., tundra, desert, hypersaline) is discussed, along with the responses of plants to environmental factors such as light and temperature. Readings from the primary literature facilitate class discussion. Excursions into the field and laboratory exercises complement class material. (Same as **Environmental Studies 280 {2280}**.)

Prerequisite: **Biology 210** or **225**, or permission of the instructor.

**281 {2581} a. Forest Ecology and Conservation.** Fall 2012. Vladimir Douhovnikoff.

An examination of how forest ecology and the principles of silviculture inform forest ecosystem restoration and conservation. Explores ecological dynamics of forest ecosystems, the science of managing forests for tree growth and other goals, natural history and historic use of forest resources, the state of forests today, as well as challenges and opportunities in forest restoration and conservation. Consists of lecture, discussions, field trips, and guest seminars by professionals working in the field. (Same as **Environmental Studies 281 {2281}**.)

**291–294 {2970–2973} a. Intermediate Independent Study in Biology.** The Department.

**299 {2999} a. Intermediate Collaborative Study in Biology.** The Department.

**304 {3304} a. The RNA World.** Fall 2013. Anne E. McBride.

Seminar exploring the numerous roles of ribonucleic acid, from the discovery of RNA as a cellular messenger to the development of RNAs to treat disease. Topics also include RNA enzymes, interactions of RNA viruses with host cells, RNA tools in biotechnology, and RNA as a potential origin of life. Focuses on discussions of papers from the primary literature.

Prerequisite: **Biology 212, 218, 224**, or **Chemistry 232**, or permission of the instructor.

**307 {3397} a. Evolutionary Developmental Biology.** Spring 2013. William R. Jackman.

Advanced seminar investigating the synergistic but complex interface between the fields of developmental and evolutionary biology. Topics include the evolution of novel structures, developmental constraints to evolution, evolution of developmental gene regulation, and the generation of variation. Readings and discussions from the primary scientific literature.

Prerequisite: **Biology 216** or **217**, or permission of the instructor.

**314 {3314} a. Advanced Genetics and Epigenetics.** Fall 2012. Jack R. Bateman.

A seminar exploring the complex relationship between genotype and phenotype, with an emphasis on emerging studies of lesser-known mechanisms of inheritance and gene regulation. Topics include dosage compensation, parental imprinting, paramutation, random monoallelic expression, gene regulation by small RNAs, DNA elimination, copy number polymorphism, and prions. Reading and discussion of articles from the primary literature.

Prerequisite: **Biology 212**.

**317 {3317} a. Molecular Evolution.** Spring 2013. Michael F. Palopoli.

Examines the dynamics of evolutionary change at the molecular level. Topics include neutral theory of molecular evolution, rates and patterns of change in nucleotide sequences and

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proteins, molecular phylogenetics, and genome evolution. Students read and discuss papers from the scientific literature, and complete independent projects in the laboratory.

Prerequisite: One of the following: **Biology 212, 216, 217, 218, or 224**, or permission of the instructor.

### **325 {3325} a. Topics in Neuroscience.** Fall 2014. Patsy S. Dickinson.

An advanced seminar focusing on one or more aspects of neuroscience, such as neurotoxins, modulation of neuronal activity, or the neural basis of behavior. Students read and discuss original papers from the literature.

Prerequisite: One of the following: **Biology 213, 253, 266, or Psychology 275 or 276**, or permission of the instructor.

### **329 {3329} a. Neuronal Regeneration.** Fall 2012. Hadley Wilson Horch.

The consequences of neuronal damage in humans, especially in the brain and spinal cord, are frequently devastating and permanent. Invertebrates, on the other hand, are often capable of complete functional regeneration. This course examines the varied responses to neuronal injury in a range of species. Topics include neuronal regeneration in planaria, insects, amphibians, and mammals. Students read and discuss original papers from the literature in an attempt to understand the basis of the radically different regenerative responses mounted by a variety of neuronal systems.

Prerequisite: One of the following: **Biology 212, 213, 217, 224, 253, 266, or Psychology 275 or 276**, or permission of the instructor.

### **333 {3333} a. Advanced Cell and Molecular Biology.** Spring 2013. Bruce D. Kohorn.

An exploration of the multiple ways cells have evolved to transmit signals from their external environment to cause alterations in cell architecture, physiology, and gene expression. Examples are drawn from both single-cell and multi-cellular organisms, including bacteria, fungi, algae, land plants, insects, worms, and mammals. Emphasis is on the primary literature, with directed discussion and some background introductory remarks for each class.

Prerequisite: **Biology 224** or permission of the instructor.

### **394 {3394} a. Ecological Recovery of Maine's Coastal Ecosystems.** Fall 2014. John Lichter.

Maine's coastal ecosystems once supported prodigious abundances of wildlife that supported human communities for millennia before succumbing to multiple anthropogenic stresses in the mid-twentieth century. Today, we need to understand the most pressing ecological and social constraints limiting recovery of these once vital ecosystems to achieve sustainable ecological recovery and provision of ecosystem services. Objective is to better understand the biophysical and social constraints limiting ecological recovery, and to rethink the failed management policies of the past. Students participate in a thorough review of the relevant scientific and historical literature and conduct a group study investigating some aspect of the ecology and/or the environmental history of Maine's coastal ecosystems. (Same as **Environmental Studies 394 {3994}**.)

Prerequisite: **Biology 215** (same as **Environmental Studies 215**), **219** (same as **Environmental Studies 219**), or **225** (same as **Environmental Studies 225**); or **Environmental Studies 201** (same as **Biology 158** and **Chemistry 105**).

**401–404 {4000–4003} a. Advanced Independent Study and Honors in Biology.** The Department.

**405 {4029} a. Advanced Collaborative Study in Biology.** The Department.

## CHEMISTRY

Richard D. Broene, *Department Chair*

Penny Westfall, *Department Coordinator*

*Professors:* Richard D. Broene, Ronald L. Christensen, Jeffrey K. Nagle, Elizabeth A. Stemmler†, Dharni Vasudevan (Environmental Studies)

*Assistant Professors:* Danielle H. Dube (Biochemistry), Soren N. Eustis, Benjamin C. Gorske (Biochemistry)

*Lecturer:* Michael P. Danahy

*Visiting Faculty:* Yi Jin Gorske, Ryan C. Nelson, Daniel M. Steffenson

*Laboratory Instructors:* Rene L. Bernier, Martha B. Black, Beverly G. DeCoster, Judith C. Foster, Colleen T. McKenna, Paulette M. Messier

### Requirements for the Major in Chemistry

The chemistry major consists of a core curriculum and additional electives within a single area of concentration. The core curriculum requirements are **Chemistry 101** and **102** or **Chemistry 109, 210, 225, 240, Mathematics 171** or higher, **Physics 103** and **104** (for students who place into **Physics 104** only one physics course is required). Students are advised to begin their core curriculum as soon as possible. Depending on preparation and placement results, some students may begin with advanced courses.

Area of Concentration Requirements:

*Chemical:* **Chemistry 226, 251, and 252.** Any two electives from the following: **Chemistry 232** and chemistry courses at the 300 level or above (only one 400-level course may count towards the major).

*Educational:* **Chemistry 251** or **252, Education 20** or **101, 203, 301, 303,** and two additional chemistry electives selected in consultation with the advisor.

*Environmental:* **Chemistry 251,** and four electives that must include at least two molecular perspective courses from the following: **Chemistry 205** (same as **Earth and Oceanographic Science 206** and **Environmental Studies 211**), **305** (same as **Environmental Studies 305**), **306** (same as **Environmental Studies 306**), **310**; and at least one environmental perspectives course from the following: **Chemistry 105** (same as **Biology 158** and **Environmental Studies 201**), **Earth and Oceanographic Science 200** (same as **Environmental Studies 200**), **282** (same as **Environmental Studies 282**), **Physics 257** (same as **Earth and Oceanographic Science 257** and **Environmental Studies 253**), **357** (same as **Earth and Oceanographic Science 357** and **Environmental Studies 357**), **Biology 225** (same as **Environmental Studies 225**), or **394** (same as **Environmental Studies 394**). At least one course from the concentration must be at the 300 level.

*Geochemical:* **Chemistry 205** (same as **Earth and Oceanographic Science 205**), **251,** and **310**; and at least two electives from the following: **Earth and Oceanographic Science 200** (same as

## COURSES OF INSTRUCTION

**Environmental Studies 200**, **262**, **282** (same as **Environmental Studies 282**), **302**, or **315**. At least one elective from the concentration must be at the 300 level.

*Neurochemical*: **Biology 102** or **109**, **Chemistry 226**, **232**, and **251** or **252**; and two electives from the following: **Biology 213**, **253**, **266**, and one 300-level neuroscience course.

Only one grade of D may be counted for the major or minor. This D must be offset by a grade of B or higher in another course also required for the major or minor. Generally, courses for the major or minor must be taken on a graded basis. Under special circumstances, however, a student may petition the department chair to allow one required chemistry course or one other course required for the major or minor (**Mathematics 161** or **171**, or **Physics 103** or **104**) to be taken with the Credit/D/Fail grading option.

The chemistry major can serve as preparation for many career paths after college, including the profession of chemistry, graduate studies in the sciences, medicine, secondary school teaching, and many fields in the business world. The department offers programs based on the interests and goals of the student; therefore, a prospective major should discuss his or her plans with the department as soon as possible. Regardless of career goals, students are encouraged to develop their critical thinking and problem-solving skills by participating in a collaborative student-faculty research project (**Chemistry 291–294**, **401–404**, or summer research).

The department also offers an American Chemical Society-certified major in chemistry. The requirements for certification are met by taking advanced electives in chemistry—**Chemistry 232**, **310**, and **340**; two semesters of laboratory-based independent study; and **Mathematics 181**. Students interested in this certification program should consult with the department.

### Independent Study

Students may engage in independent study at the intermediate (**291–294**) or advanced (**401–404**) level.

### Interdisciplinary Majors

The department participates in interdisciplinary programs in biochemistry, chemical physics, and environmental studies. See pages 75, 219, and 135.

### Requirements for the Minor in Chemistry

The minor consists of four chemistry courses at or above the 200 level. Biochemistry majors may not minor in chemistry.

### First-Year Seminars

For a full description of first-year seminars, see pages 155–167.

**11 {1011} a. Great Issues in Science.** Fall 2012. Daniel M. Steffenson.

### Introductory, Intermediate, and Advanced Courses

**[56 {1056} a - MCSR, INS. Investigations: The Chemistry of Forensic Science.]**

**[57 {1057} a - INS. Chemistry of Poisons.]**

**59 {1059} a - INS. Chemistry of Consumer Goods.** Fall 2012. Yi Jin Gorske.

Natural and synthetic “chemicals” make up virtually everything we purchase and consume from breakfast cereals to soaps, shampoo bottles, and over-the-counter medications. Examines the chemical components of food, drugs, soaps, plastics, and other consumer goods we encounter daily. Explores scientific resources that can be used to obtain information on product

components, safety, and regulations. Also considers topics related to some of the current safety concerns raised by chemicals found in common household items through case studies and research projects. Assumes no background in science. Not open to students who have credit for a chemistry course numbered **100** or higher.

**101 {1101} a - INS. Introductory Chemistry I.** Every fall. Michael P. Danahy and Jeffrey K. Nagle.

The first course in a two-semester introductory college chemistry sequence. Introduction to the states of matter and their properties, stoichiometry and the mole unit, properties of gases, thermochemistry, atomic structure, and periodic properties of the elements. Lectures, review sessions, and four hours of laboratory work per week. *To ensure proper placement, students must take the chemistry placement examination and must be recommended for placement in **Chemistry 101**. Students continuing in chemistry will take **Chemistry 102**, not **Chemistry 109**, as their next chemistry course.*

**102 {1102} a - MCSR, INS. Introductory Chemistry II.** Every spring. The Department.

The second course in a two-semester introductory college chemistry sequence. Introduction to chemical bonding and intermolecular forces; characterization of chemical systems at equilibrium and spontaneous processes; the rates of chemical reactions; and special topics. Lectures, review sessions, and four hours of laboratory work per week. Students who have taken **Chemistry 109** may not take **Chemistry 102** for credit.

Prerequisite: **Chemistry 101** or permission of the instructor.

**105 {1105} a - MCSR, INS. Perspectives in Environmental Science.** Every spring. Spring 2013. John Lichter and Dharni Vasudevan.

Functioning of the earth system is defined by the complex and fascinating interaction of processes within and between four principal spheres: land, air, water, and life. Leverages key principles of environmental chemistry and ecology to unravel the intricate connectedness of natural phenomena and ecosystem function. Fundamental biological and chemical concepts are used to understand the science behind the environmental dilemmas facing societies as a consequence of human activities. Laboratory sessions consist of local field trips, laboratory experiments, group research, case study exercises, and discussions of current and classic scientific literature. (Same as **Biology 158 {1158}** and **Environmental Studies 201 {2201}**.)

Prerequisite: One 100-level or higher course in biology, chemistry, earth and oceanographic science, or physics.

**109 {1109} a - MCSR, INS. General Chemistry.** Every fall and spring. Fall 2012. Ronald L. Christensen. Spring 2013. The Department.

A one-semester introductory chemistry course. Introduction to models of atomic structure, chemical bonding, and intermolecular forces; characterization of chemical systems at equilibrium and spontaneous processes; the rates of chemical reactions; and special topics. Lectures, review sessions, and four hours of laboratory work per week. Students who have taken **Chemistry 102** may not take **Chemistry 109** for credit. *To ensure proper placement, students must take the chemistry placement examination and must be recommended for placement in **Chemistry 109**.*

**205 {2050} a - INS. Environmental Chemistry.** Spring 2013. Dharni Vasudevan.

Focuses on two key processes that influence human and wildlife exposure to potentially harmful substances—chemical speciation and transformation. Equilibrium principles as applied to acid-base, complexation, precipitation, and dissolution reactions are used to explore organic and inorganic compound speciation in natural and polluted waters;



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quantitative approaches are emphasized. Weekly laboratory sections are concerned with the detection and quantification of organic and inorganic compounds in air, water, and soils/sediments. (Same as **Earth and Oceanographic Science 206 {2325}** and **Environmental Studies 211 {2205}**.)

Prerequisite: **Chemistry 109**.

**210 {2100} a - MCSR, INS. Chemical Analysis.** Every fall. Ryan C. Nelson.

Methods of separating and quantifying inorganic and organic compounds using volumetric, spectrophotometric, electrometric, and chromatographic techniques are covered. Chemical equilibria and the statistical analysis of data are addressed. Lectures and four hours of laboratory work per week.

Prerequisite: **Chemistry 102** or **109**, or any 200-level course in chemistry.

**225 {2250} a. Organic Chemistry I.** Every fall. Richard D. Broene, Michael P. Danahy, and Benjamin C. Gorske.

Introduction to the chemistry of the compounds of carbon. Describes bonding, conformations, and stereochemistry of small organic molecules. Reactions of hydrocarbons, alkyl halides, and alcohols are discussed. Kinetic and thermodynamic data are used to formulate reaction mechanisms. Lectures, review sessions, and four hours of laboratory work per week.

Prerequisite: **Chemistry 102** or **109**, or any 200-level course in chemistry.

**226 {2260} a. Organic Chemistry II.** Every spring. Richard D. Broene, Michael P. Danahy, and Benjamin C. Gorske.

Continuation of the study of the compounds of carbon. Highlights the reactions of aromatic, carbonyl-containing, and amine functional groups. Mechanistic reasoning provides a basis for understanding these reactions. Skills for designing logical synthetic approaches to complex organic molecules are developed. **Chemistry 225** and **226** cover the material of the usual course in organic chemistry and form a foundation for further work in organic chemistry and biochemistry. Lectures, review sessions, and four hours of laboratory work per week.

Prerequisite: **Chemistry 225**.

**232 {2320} a - MCSR. Biochemistry.** Every spring. Danielle H. Dube.

Focuses on the chemistry of living organisms. Topics include structure, conformation, and properties of the major classes of biomolecules (proteins, nucleic acids, carbohydrates, and lipids); enzyme mechanisms, kinetics, and regulation; metabolic transformations; energetics and metabolic control. Lectures and four hours of laboratory work per week.

Prerequisite: **Chemistry 226**.

**240 {2400} a - MCSR, INS. Inorganic Chemistry.** Every spring. Jeffrey K. Nagle.

An introduction to the chemistry of the elements with a focus on chemical bonding, periodic properties, and coordination compounds. Topics in solid state, bioinorganic, and environmental inorganic chemistry also are included. Provides a foundation for further work in chemistry and biochemistry. Lectures and four hours of laboratory work per week.

Prerequisite: **Chemistry 102** or **109**, or any 200-level course in chemistry.



**251 {2510} a - MCSR, INS. Chemical Thermodynamics and Kinetics.** Every fall. Daniel M. Steffenson.

Thermodynamics and its application to chemical changes and equilibria that occur in the gaseous, solid, and liquid states. The behavior of systems at equilibrium and chemical kinetics are related to molecular properties by means of statistical mechanics and the laws of thermodynamics. Lectures and four hours of laboratory work per week. **Mathematics 181** is recommended.

Prerequisite: **Chemistry 102** or **109**, or any 200-level course in chemistry; **Mathematics 171** or higher; and **Physics 104**; or permission of the instructor.

**252 {2520} a - MCSR, INS. Quantum Chemistry and Spectroscopy.** Every spring. Soren N. Eustis.

Development and principles of quantum chemistry with applications to atomic structure, chemical bonding, chemical reactivity, and molecular spectroscopy. Lectures and four hours of laboratory work per week. **Mathematics 181** is recommended.

Prerequisite: **Chemistry 102** or **109**, or any 200-level course in chemistry; **Mathematics 171** or higher; and **Physics 104**; or permission of the instructor.

*Note:* **Chemistry 251** is not a prerequisite for **Chemistry 252**.

**291–294 {2970–2973} a. Intermediate Independent Study in Chemistry.** The Department.

Laboratory or literature-based investigation of a topic in chemistry. Topics are determined by the student and a supervising faculty member. Designed for students who have not completed at least four of the 200-level courses required for the chemistry major.

**299 {2999} a. Intermediate Collaborative Study in Chemistry.** The Department.

**[305 {3050} a. Environmental Fate of Organic Chemicals.** (Same as **Environmental Studies 305 {3905}**.)]

**306 {3060} a. Advanced Environmental Organic Chemistry.** Fall 2012. Dharni Vasudevan.

Human activities result in the intentional or inadvertent release of organic chemicals into the natural environment. Interconnected physical, chemical, and biological processes influence the environmental fate of chemicals and the extent human and ecosystem exposure. Focuses on the thermodynamics and kinetics of chemical transformations in the natural environment via nucleophilic, redox, photolytic, and biological (microbial) reactions. (Same as **Environmental Studies 306 {3906}**.)

Prerequisite: **Chemistry 225**.

**310 {3100} a. Instrumental Analysis.** Spring 2013. Ryan C. Nelson.

Theoretical and practical aspects of instrumental techniques, including nuclear magnetic resonance spectroscopy, infrared spectroscopy, Raman spectroscopy, and mass spectrometry are covered, in conjunction with advanced chromatographic methods. Applications of instrumental techniques to the analysis of biological and environmental samples are covered. Lectures and two hours of laboratory work per week.

Prerequisite: **Chemistry 210** or permission of the instructor.

**325 {3250} a. Structure Determination in Organic Chemistry.** Spring 2013. Richard D. Broene.

The theory and application of spectroscopic techniques useful for the determination of the molecular structures of organic molecules are discussed. Mass spectrometry and infrared, ultraviolet-visible, and nuclear magnetic resonance (NMR) spectroscopy are applied to structure elucidation. Heavy emphasis is placed on applications of multiple-pulse, Fourier transform NMR spectroscopic techniques. Lectures and at least two hours of laboratory work per week.

Prerequisite: **Chemistry 226.**

**327 {3270} a. Biomimetic and Supramolecular Chemistry.** Fall 2012. Benjamin C. Gorske.

A guided exploration of the primary scientific literature concerning weak covalent and noncovalent interactions that collectively determine the three-dimensional structures of biomimetic and foldameric molecules and that govern the aggregation of molecules into discrete multi-molecular assemblies. Surveys practical applications in biochemical investigation, catalysis, and medicine, as well as in the young but rapidly expanding sciences of molecular and nanostructural engineering.

Prerequisite: **Chemistry 226.**

**331 {3310} a. Chemical Biology.** Spring 2013. Danielle H. Dube.

The power of organic synthesis has had a tremendous impact on our understanding of biological systems. Examines case studies in which synthetically derived small molecules have been used as tools to tease out answers to questions of biological significance. Topics include synthetic strategies that have been used to make derivatives of the major classes of biomolecules (nucleic acids, proteins, carbohydrates, and lipids) and the experimental breakthroughs these molecules have enabled (e.g., polymerase-chain reaction, DNA sequencing, microarray technology). Emphasis on current literature, experimental design, and critical review of manuscripts.

Prerequisite: **Chemistry 232.**

**340 {3400} a. Advanced Inorganic Chemistry.** Fall 2012. Jeffrey K. Nagle.

Inorganic chemistry is incredibly diverse and wide-ranging in scope. Symmetry, spectroscopy, and quantum-based theories and computational methods are employed to gain insight into the molecular and electronic structures and reaction mechanisms of inorganic compounds. Examples from the current literature emphasized, including topics in inorganic photochemistry and biochemistry. **Chemistry 252** is recommended.

Prerequisite: **Chemistry 240** or permission of the instructor.

**401–404 {4000–4003} a. Advanced Independent Study and Honors in Chemistry.** The Department.

Advanced version of **Chemistry 291–294**. Students are expected to demonstrate a higher level of ownership of their research problem and to have completed at least four of the 200-level courses required for the major.

**405 {4029} a. Advanced Collaborative Study in Chemistry.** The Department.

## CLASSICS

Barbara Weiden Boyd, *Department Chair*  
 Tammis L. Donovan, *Department Coordinator*

*Professor:* Barbara Weiden Boyd  
*Associate Professors:* James A. Higginbotham†, Jennifer Clarke Kosak  
*Assistant Professor:* Robert B. Sobak  
*Lecturer:* Michael Nerdahl  
*Visiting Faculty:* Ryan Ricciardi, Cynthia Shelmerdine  
*Fellow:* Cassandra Borges

The Department of Classics offers three major programs: one with a focus on language and literature (Classics), one with a focus on classical archaeology (Classical Archaeology), and one that looks at the ancient world from multiple perspectives (Classical Studies). Students pursuing these majors are encouraged to study not only the languages and literatures but also the physical monuments of Greece and Rome. This approach is reflected in the requirements for the three major programs: for all, requirements in Greek and/or Latin and in classical culture must be fulfilled. Courses that will count toward the programs offered by the department must be taken on a graded basis (not Credit/D/Fail), and students must earn grades of C- or better in these courses.

### Classics

The classics program is arranged to accommodate both those students who have studied no classical languages and those who have had extensive training in Latin and Greek. The objective of Greek and Latin courses is to study the ancient languages and literatures in the original. By their very nature, these courses involve students in the politics, history, and philosophies of antiquity. Advanced language courses focus on the analysis of textual material and on literary criticism.

### Requirements for the Major in Classics

The major in classics consists of ten courses. At least six of the ten courses are to be chosen from offerings in Greek and Latin and should include at least two courses in Greek or Latin at the 300 level. Of the remaining courses, one should be chosen from **Archaeology 101** (same as **Art History 209**) or **102** (same as **Art History 210**), one should be chosen from **Classics 101** or **102**, and one should be chosen from **Classics 211** (same as **History 201**) or **212** (same as **History 202**). Of the courses a student wishes to count towards the major, at least one at the 300 level should be taken during the senior year. Students concentrating in one of the languages are encouraged to take at least two courses in the other. As a capstone to this major, a research seminar taken in the junior or senior year is required; a research seminar is one in which a substantial research project is undertaken and successfully completed. Research seminars may include **Archaeology 309**; **Classics 312**; **Greek 303**; **Latin 301**, **315**.

### Classical Archaeology

Within the broader context of classical studies, the classical archaeology program pays special attention to the physical remains of classical antiquity. Students studying classical archaeology should develop an understanding of how archaeological evidence can contribute to our knowledge of the past, and of how archaeological study interacts with such related disciplines as philology, history, and art history. In particular, they should acquire an appreciation for the

## COURSES OF INSTRUCTION

unique balance of written and physical sources that makes classical archaeology a central part of classical studies.

### Requirements for the Major in Classical Archaeology

The major in classical archaeology consists of ten courses. At least five of the ten courses are to be chosen from offerings in archaeology, and should include **Archaeology 101** (same as **Art History 209**), **102** (same as **Art History 210**), and at least one archaeology course at the 300 level. In addition, students must complete at least four semesters of Latin or three semesters of Greek. As a capstone to this major, a research seminar taken in the junior or senior year is required; a research seminar is one in which a substantial research project is undertaken and successfully completed. Research seminars may include **Archaeology 309**; **Classics 312**; **Greek 303**; **Latin 301, 315**.

### Classical Studies

The classical studies major provides a useful foundation for students who seek a multidisciplinary view of the ancient world. The major combines coursework in an ancient language (Greek or Latin) with courses that explore the culture, history, and traditions of the ancient Mediterranean.

### Requirements for the Major in Classical Studies

The major in classical studies consists of ten courses. At least eight courses must be selected from within the department. A minimum of three courses should be elected in a single ancient language (Greek or Latin). The appropriate level depends on the student's preparation and is determined by the department. The remaining classes should include **Classics 101, 102, 211** (same as **History 201**), and **212** (same as **History 202**); at least one course in classical archaeology; at least one and not more than two classes outside the Department of Classics and chosen from the following (or from other appropriate offerings in these disciplines, with classics department approval): **Anthropology 102 or 221**; **Art History 213 or 215**; **Government 240**; **Philosophy 111**; **Religion 215 or 216**; **English 106** (same as **Theater 106**); and at least two advanced courses in the department at the 300 level, one of which must be a designated research seminar. As a capstone to this major, a research seminar taken in the junior or senior year is required; a research seminar is one in which a substantial research project is undertaken and successfully completed. Research seminars may include **Archaeology 309**; **Classics 312**; **Greek 303**; **Latin 301, 315**.

### Interdisciplinary Major

The department participates in an interdisciplinary program in archaeology and art history. See page 219.

### Requirements for the Minor

Students may choose a minor in one of five areas:

1. *Greek*: Five courses in the department, including at least four in the Greek language;
2. *Latin*: Five courses in the department, including at least four in the Latin language;
3. *Classics*: Five courses in the department, including at least four in the classical languages; of these four, one should be either **Greek 204** or a Latin course at the 300 level;
4. *Archaeology*: Six courses in the department, including either **Archaeology 101** (same as **Art History 209**) or **102** (same as **Art History 210**), one archaeology course at the 300 level, and two other archaeology courses;

5. *Classical Studies* (Greek or Roman): Six courses, including:

a. —*for the Greek studies concentration*: two courses in the Greek language; **Archaeology 101** (same as **Art History 209**); one of the following: **Classics 11** (or any other appropriate first-year seminar), **Classics 101, 102, or 211** (same as **History 201**); or **Philosophy 111**; or **Government 240**; and two of the following: any 300-level archaeology course focusing primarily on Greek material; **Classics 291–294** (Independent Study) or any 200- or 300-level Greek or classics course focusing primarily on Greek material.

b. —*for the Roman studies concentration*: two courses in the Latin language; **Archaeology 102** (same as **Art History 210**); one of the following: **Classics 18** (or any other appropriate first-year seminar), **Classics 101, 102, or 212** (same as **History 202**); or **Philosophy 111**; or **Government 240**; and two of the following: **Archaeology 202** or any 300-level archaeology course focusing primarily on Roman material; **Classics 291–294** (Independent Study) or any 200- or 300-level Latin or classics course focusing primarily on Roman material.

Other courses in the Bowdoin curriculum may be applied to this minor if approved by the Classics Department.

### Classics and Archaeology at Bowdoin and Abroad

Archaeology classes regularly use the outstanding collection of ancient art in the Bowdoin College Museum of Art. Of special note are the exceptionally fine holdings in Greek painted pottery and the very full and continuous survey of Greek and Roman coins. In addition, there are numerous opportunities for study or work abroad. Bowdoin is a participating member of the Intercollegiate Center for Classical Studies in Rome, where students majoring in classics and classical archaeology can study in the junior year. It is also possible to receive course credit for field experience on excavations. Interested students should consult members of the department for further information.

Students contemplating graduate study in classics or classical archaeology are advised to begin the study of at least one modern language in college, as most graduate programs require competence in French and German as well as in Latin and Greek.

### ARCHAEOLOGY

**Archaeology 101 and 102** are offered in alternate years.

**101 {1101} c. Introduction to Greek Art and Archaeology.** Fall 2013. James Higginbotham.

Introduces the techniques and methods of classical archaeology as revealed through an examination of Greek material culture. Emphasis upon the major monuments and artifacts of the Greek world from prehistory to the Hellenistic age. Architecture, sculpture, fresco painting, and other “minor arts” are examined at such sites as Knossos, Mycenae, Athens, Delphi, and Olympia. Considers the nature of this archaeological evidence and the relationship of classical archaeology to other disciplines such as art history, history, and classics. Assigned reading supplements illustrated presentations of the major archaeological finds of the Greek world. (Same as **Art History 209 {2090}**.)

**102 {1102} c. Introduction to Roman Archaeology.** Fall 2012. Ryan Ricciardi.

Surveys the material culture of Roman society, from Italy’s prehistory and the origins of the Roman state through its development into a cosmopolitan empire, and concludes with the fundamental reorganization during the late third and early fourth centuries of our era. Lectures explore ancient sites such as Rome, Pompeii, Athens, Ephesus, and others around

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the Mediterranean. Emphasis upon the major monuments and artifacts of the Roman era: architecture, sculpture, fresco painting, and other “minor arts.” Considers the nature of this archaeological evidence and the relationship of classical archaeology to other disciplines such as art history, history, and classics. Assigned reading supplements illustrated presentations of the major archaeological finds of the Roman world. (Same as **Art History 210 {2100}**.)

[103 {1103} c. **Egyptian Archaeology.**]

[202 {2202} c - ESD, IP. **Augustan Rome.** (Same as **Classics 202 {2202}**.)]

[210 {2210} c. **Sport and Athletics in the Greco-Roman World.** (Same as **Classics 216 {2216}**.)]

At least one 300-level archaeology course is offered each year. Topics and/or periods recently taught on this level include the Greek Bronze Age, Etruscan art and archaeology, Greek and Roman numismatics, and Pompeii and the cities of Vesuvius. The 300-level courses currently scheduled are:

[306 {3306} c. **Archaeology of the Greek Hero.**]

[308 {3308} c. **The Fall of Rome?**]

**309 {3309} c. Before Homer: Mycenaean Greek Society.** Spring 2013. Cynthia Shelmerdine.

Mycenaean Greece (1600–1200 B.C.) provides the inspiration for many Greek myths and for the Homeric epics. Looks at the realities behind those stories. Mycenaean palaces, tombs, and a few town sites have been excavated. We also have administrative records from the palaces that shed light on Mycenaean religion, economy, and society. By putting together the archaeological and textual evidence we can begin to understand this earliest period of Greek history. Offers a good understanding of what we know about Mycenaean Greece, as well as the nature of the evidence and some problems in using it. Also compares real Mycenaean history with the mythological versions. Student research projects can be tailored to individual interest and background. Research seminar.

Prerequisite: One previous course in archaeology; or **Classics 101, 102, or 211**; or permission of the instructor.

## CLASSICS

### First-Year Seminars

For a full description of first-year seminars, see pages 155–167.

[12 {1012} c. **Discovering Homer.**]

[18 {1018} c. **Cleopatra: Versions and Visions.**]

**19 {1019} c. Ancient Democracy and Its Critics.** Fall 2012. Robert Sobak.

### Introductory, Intermediate, and Advanced Courses

**Classics 101** and **102** are offered in alternate years.

**101 {1101} c - ESD, IP. Classical Mythology.** Spring 2014. The Department.

Focuses on the mythology of the Greeks and the use of myth in classical literature. Other topics considered are recurrent patterns and motifs in Greek myths; a cross-cultural study of ancient creation myths; the relation of mythology to religion; women's roles in myth;

and the application of modern anthropological, sociological, and psychological theories to classical myth. Concludes with an examination of Ovid's use of classical mythology in the *Metamorphoses*.

**102 {1102} c - ESD, IP. Introduction to Ancient Greek Culture.** Spring 2013. Cassandra Borges.

Introduces students to the study of the literature and culture of ancient Greece. Examines different Greek responses to issues such as religion and the role of gods in human existence, heroism, the natural world, the individual and society, and competition. Considers forms of Greek rationalism, the flourishing of various literary and artistic media, Greek experimentation with different political systems, and concepts of Hellenism and barbarism. Investigates not only what we do and do not know about ancient Greece, but also the types of evidence and methodologies with which we construct this knowledge. Evidence is drawn primarily from the works of authors such as Homer, Sappho, Herodotus, Aeschylus, Sophocles, Euripides, Thucydides, Aristophanes, Plato, and Hippocrates, but attention is also given to documentary and artistic sources. All readings are done in translation.

[202 {2202} c - ESD, IP. **Augustan Rome.** (Same as **Archaeology 202 {2202}.**)]

[211 {2211} c - ESD. **History of Ancient Greece: Bronze Age to the Death of Alexander.** (Same as **History 201 {2001}.**)]

**212 {2212} c. Ancient Rome.** Fall 2012. Robert Sobak.

Surveys the history of Rome from its beginnings to the fourth century A.D. Considers the political, economic, religious, social, and cultural developments of the Romans in the context of Rome's growth from a small settlement in central Italy to the dominant power in the Mediterranean world. Special attention is given to such topics as urbanism, imperialism, the influence of Greek culture and law, and multiculturalism. Introduces different types of sources—literary, epigraphical, archaeological, etc.—for use as historical documents. (Same as **History 202 {2002}.**)

*Note:* This course fulfills the pre-modern requirement for history majors.

[213 {2213} c. **War and Society in the Ancient Greek World.** (Same as **History 206 {2007}.**)]

**214 {2214} c - IP. The Republic of Rome and the Evolution of Executive Power.** Spring 2013. Michael Nerdahl.

Examines in depth the approaches to leadership within the governmental system that enabled a small, Italian city-state to take eventual control of the Mediterranean world, and how this state was affected by its unprecedented military, economic, and territorial growth. Investigates and re-imagines the political maneuverings of the most famous pre-Imperial Romans, such as Scipio Africanus, the Gracchi, and Cicero, and how political institutions such as the Roman Senate and assemblies reacted to and dealt with military, economic, and revolutionary crises. Looks at the relationship of the Roman state to class warfare, the nature of electoral politics, and the power of precedent and tradition. While examining if the ultimate fall precipitated by Caesar's ambition and vision was inevitable, we will also discover what lessons, if any, modern politicians can learn about statesmanship from the transformation of the hyper-competitive atmosphere of the Republic into the monarchical principate of Augustus. All sources, such as Livy's history of Rome, Plutarch's *Lives*, letters and speeches of Cicero, and Caesar's Civil War, are in English, and no prior knowledge of Roman antiquity is required. (Same as **History 267 {2008}.**)

*Note:* This course fulfills the pre-modern requirement for history majors.

**[216 {2216} c. Sport and Athletics in the Greco-Roman World.** (Same as **Archaeology 210 {2210}.**)]

**[225 {2225} c. Immorality and Political Revolution in Ancient Rome.]**

**232 {2232} c - ESD. Ancient Greek Theater.** Spring 2013. Jennifer Clarke Kosak.

Examines the development and character of tragedy and comedy in ancient Greece. Topics include the dramatic festivals of Athens, the nature of Greek theaters and theatrical production; the structure and style of tragic and comic plays; tragic and comic heroism; gender, religion and myth in drama; the relationship of tragedy and comedy to the political and social dynamics of ancient Athens. Some attention will be paid to the theory of tragedy and to the legacy of Greek drama. Authors include Aeschylus, Sophocles, Euripides, and Aristophanes. Includes a performance component.

**[309 {3309} c - IP. Ancient Epic: Tradition, Authority, and Intertextuality.]**

**312 {3312} c. Ancient Greek Medicine.** Fall 2012. Jennifer Clarke Kosak.

Research seminar. Explores the development of scientific thinking in the ancient Greek world by examining the history of Greek medicine. Topics include the development of Greek rationalist thought; concepts of health and disease; notions of the human body, both male and female; the physician's skills (diagnosis, prognosis, remedy); similarities and differences between religious and scientific views of disease; concepts of evidence, proof, and experiment; Greek medical thinking in the Roman world. Prerequisite: One 100- or 200-level course in archaeology, classics, or Greek, or permission of the instructor.

## GREEK

**101 {1101} c. Elementary Greek I.** Spring 2013. Jennifer Clarke Kosak.

Introduces students to basic elements of ancient Greek grammar and syntax; emphasizes the development of reading proficiency and includes readings, both adapted and in the original, of various Greek authors. Focuses on Attic dialect.

**102 {1102} c. Elementary Greek II.** Fall 2012. Barbara Weiden Boyd.

A continuation of **Greek 101**; introduces students to more complex grammar and syntax, while emphasizing the development of reading proficiency. Includes readings, both adapted and in the original, of Greek authors such as Plato and Euripides. Focuses on Attic dialect.

**203 {2203} c. Intermediate Greek for Reading.** Every spring. Spring 2013. Robert Sobak.

A review of the essentials of Greek grammar and syntax and an introduction to the reading of Greek prose through the study of one of Plato's dialogues. Equivalent of **Greek 102** or two to three years of high school Greek is required.

**204 {2204} c - IP. Homer.** Fall 2012. Jennifer Clarke Kosak.

An introduction to the poetry of Homer. Focuses both on reading and on interpreting Homeric epic.

At least one advanced Greek course is offered each year. The aim of each of these courses is to give students the opportunity for sustained reading and discussion of at least one major author or genre representative of classical Greek literature. Primary focus is on the texts, with serious attention given as well both to the historical context from which these works emerged and to contemporary discussions and debates concerning these works.



Department faculty generally attempt to schedule offerings in response to the needs and interests of concentrators. Topics and/or authors frequently taught on this level include Greek lyric and elegiac poetry; Homer's *Odyssey*; Greek drama (including the tragedies of Aeschylus, Sophocles, and Euripides, and the comedies of Aristophanes and Menander); Greek history (including Herodotus and Thucydides); Greek philosophy (including Plato and Aristotle); Greek rhetoric and oratory; and the literature of the Alexandrian era.

**303 {3303} c. The Historians.** Spring 2013. Robert B. Sobak.

Focuses on the histories of Herodotus or Thucydides. Course may be repeated for credit if the contents change. Research seminar.

**[305 {3305} c. Tragedy.]**

## LATIN

**101 {1101} c. Elementary Latin I.** Every fall. Fall 2012. Michael Nerdahl and Ryan Ricciardi.

A thorough presentation of the elements of Latin grammar. Emphasis is placed on achieving a reading proficiency.

**102 {1102} c. Elementary Latin II.** Every spring. Spring 2013. Michael Nerdahl.

A continuation of **Latin 101**. During this term, readings are based on unaltered passages of classical Latin.

**203 {2203} c. Intermediate Latin for Reading.** Every fall. Fall 2012. Cassandra Borges.

A review of the essentials of Latin grammar and syntax and an introduction to the reading of Latin prose and poetry. Materials to be read change from year to year, but always include a major prose work. Equivalent of **Latin 102** or two to three years of high school Latin is required.

**204 {2204} c - IP. Studies in Latin Literature.** Every spring. Spring 2013. Barbara Weiden Boyd.

An introduction to different genres and themes in Latin literature. The subject matter and authors covered may change from year to year (e.g., selections from Virgil's *Aeneid* and Livy's *History*, or from Lucretius, Ovid, and Cicero), but attention is always given to the historical and literary context of the authors read. While the primary focus is on reading Latin texts, some readings from Latin literature in translation are also assigned. Equivalent of **Latin 203** or three to four years of high school Latin is required.

One advanced Latin course is offered each semester. The aim of each of these courses is to give students the opportunity for sustained reading and discussion of at least one major author or genre representative of classical Latin literature. Primary focus is on the texts, with serious attention given as well both to the historical context from which these works emerged and to contemporary discussions and debates concerning these works.

Department faculty generally attempt to schedule offerings in response to the needs and interests of concentrators. Topics and/or authors frequently taught on this level include Roman history (including Sallust, Livy, and Tacitus); Ovid's *Metamorphoses*; Elegiac poetry; Cicero's oratory; Virgil's *Aeneid* or *Eclogues* and *Georgics*; Roman novel (including Petronius and Apuleius); satire; and comedy (including Plautus and Terence). The 300-level courses currently scheduled are:

## COURSES OF INSTRUCTION

**301 {3301} c - IP. Livy.** Fall 2012. Barbara Weiden Boyd.

Historian Titus Livius (Livy, c. 59 B.C.E.–17 C.E.) is our single most important source for the history of Rome from its beginnings until the age of Augustus. His prose history in 142 books (of which approximately thirty-five survive) provides rich insight into Rome's creation of its identity as a world empire, as well as detailed analysis of the personalities, events, and social and political changes that shaped the ancient Mediterranean world. Focuses on the close reading of one book of Livy's historical narrative and develops a working definition of ancient historiography through readings of modern studies of Livy's work. Research seminar.

**[302 {3302} c. Ovid's *Metamorphoses*.]**

**[307 {3307} c - IP. Young Virgil.]**

**[312 {3312} c - IP. Roman Tragedy.]**

**[314 {3314} c. Roman Biography.]**

**315 {3315} c - IP. The Swerve: Lucretius's *De rerum natura*.** Spring 2013. Barbara Weiden Boyd.

T. Lucretius Carus (c. 94–55 B.C.E.) is the author of a poem “on the nature of things,” composed in six books of didactic-epic hexameters. A student of Epicurean philosophy, Lucretius adapts both the beliefs and proto-scientific discoveries of one of classical antiquity's most influential intellectual traditions to Latin poetry; his poem proves a model both for subsequent classical poets and for the rationalist movements of the Renaissance. In this research seminar, we read major selections from the poem in Latin, and the entire work in English, and consider recent scholarly approaches to Lucretius's work; several weeks at the end of the semester devoted to Lucretius's post-classical influence and reception. Research seminar.

## Independent Study in Archaeology, Classics, Greek, and Latin

**291–294 {2970–2973} c. Intermediate Independent Study.** The Department.

**299 {2999} c. Intermediate Collaborative Study.** The Department.

**401–404 {4000–4003} c. Advanced Independent Study and Honors.** The Department.

**405 {4029} c. Advanced Collaborative Study.** The Department.

## COMPUTER SCIENCE

Eric L. Chown, *Department Chair*

Suzanne M. Theberge, *Senior Department Coordinator*

*Professor:* Eric L. Chown

*Associate Professors:* Stephen M. Majercik, Laura I. Toma†

*Assistant Professor:* Daniela A. S. de Oliveira

The major in computer science is designed to introduce students to the two fundamental questions of the discipline: What computational tasks is a computer capable of doing? How can we design, analyze, and implement efficient algorithms to solve large, complex problems? Thus, the discipline requires thinking in both abstract and concrete terms and the major

provides an opportunity for students to develop the analytical skills necessary for efficient algorithm design as well as the practical skills necessary for the implementation of those algorithms. The range of problems that can be attacked using the techniques of computer science spans many disciplines, and computer scientists often become proficient in other areas. Examples of areas that students can study in the department include network security, cyber-attack recovery, geographic information systems, computing with massive data sets, cognitive science, robotics, swarm intelligence, and artificial intelligence and the arts. The computer science major can serve as preparation for graduate study in computer science as well as careers in teaching, research, and industry (such as financial services and Internet-related businesses).

## Requirements for the Major in Computer Science

The major consists of ten computer science courses: Introduction to Computer Science (**Computer Science 101**); Data Structures (**Computer Science 210**), Algorithms (**Computer Science 231**), and seven elective courses at the 200 level or above that satisfy the following requirements: at least one course in each of the areas Algorithms and Theory, Artificial Intelligence, and Systems; at least one course designated a Projects course; and at least four 300-level courses. Independent studies (except those enrolled in as part of an honors project) may be used to satisfy one of these elective requirements. Prospective majors should take **Computer Science 210** as soon as possible after **Computer Science 101**, since this course is a prerequisite for many other computer science courses. Students, particularly those who intend to do graduate work in computer science or a related field, are encouraged to collaborate with faculty on research projects through independent studies, honors projects, and fellowship-funded summer research. These students are also encouraged to take courses in the mathematics department; courses of particular interest are **Mathematics 200, 201, 204** (same as **Biology 174**), **224, 225, 229, 232, 244, 252, 258, and 265**.

Computer science shares interests with a number of other disciplines, e.g., probability and statistics in mathematics, logic in philosophy, and cognition in psychology. In addition, computers are increasingly being used as a tool in other disciplines, including the social sciences and the humanities as well as the natural sciences. The department encourages students to explore these relationships; courses that may be of particular interest include the mathematics courses listed above; **Music 218; Philosophy 210, 223, and 233; Psychology 216 and 270; and Visual Arts 255** (same as **Biology 202**).

## Requirements for the Minor in Computer Science

The minor consists of five courses: **Computer Science 101, Computer Science 210**, and any three additional computer science courses at the 200 level or above.

## Interdisciplinary Major

The department participates in an interdisciplinary major program in computer science and mathematics. See page 219.

## Fulfilling Requirements

Courses that satisfy the Algorithms and Theory requirement: **Computer Science 289, 345**.

Courses that satisfy the Artificial Intelligence requirement: **Computer Science 270, 320, 355, 375**.

Courses that satisfy the Systems requirement: **Computer Science 240, 250, 280, 281, 360, 370**.

Courses that satisfy the Projects requirement: **Computer Science 240, 280, 281, 320, 345, 360, 370, 375**.

## COURSES OF INSTRUCTION

To fulfill the major or minor requirements, or to serve as a prerequisite for another computer science course, a grade of C- or better must be earned in a course. Courses taken to fulfill major or minor requirements must be taken on a graded basis (not Credit/D/Fail).

### Introductory, Intermediate, and Advanced Courses

[50 {1050} a - MCSR. The Digital World.]

**101 {1101} a - MCSR. Introduction to Computer Science.** Every semester. Daniela A. S. de Oliveira.

What is computer science, what are its applications in other disciplines, and what is its impact in society? A step-by-step introduction to the art of problem solving using the computer and the Java language. Provides a broad introduction to computer science and programming through real-life applications. Weekly labs provide experiments with the concepts presented in class. Assumes no prior knowledge of computers or programming.

**210 {2101} a - MCSR. Data Structures.** Every semester. Eric Chown.

Solving complex algorithmic problems requires the use of appropriate data structures such as stacks, priority queues, search trees, dictionaries, hash tables, and graphs. It also requires the ability to measure the efficiency of operations such as sorting and searching in order to make effective choices among alternative solutions. Offers a study of data structures, their efficiency, and their use in solving computational problems. Laboratory exercises provide an opportunity to design and implement these structures. Students interested in taking **Computer Science 210** are required to pass the computer science placement examination before class starts.

Prerequisite: **Computer Science 101**, or permission of the instructor.

[220 {2300} a. Computer Organization.]

**231 {2200} a - MCSR. Algorithms.** Fall 2012. Stephen Majercik.

An introductory course on the design and analysis of algorithms. Introduces a number of basic algorithms for a variety of problems such as searching, sorting, selection, and graph problems (e.g., spanning trees and shortest paths). Discusses analysis techniques, such as recurrences and amortization, as well as algorithm design paradigms such as divide-and-conquer, dynamic programming, and greedy algorithms.

**240 {2310} a - MCSR. Operating Systems.** Fall 2013. Daniela A. S. de Oliveira.

An introduction to operating systems concepts, design, and implementation. Operating systems (OS) are essential to any computer system and, although we have witnessed rapid changes in applications and in the use of computers, the fundamental concepts that underlie an OS remain the same. Students get hands-on experience experimenting with Linux, a real, widely used, open source OS. However, the core concepts are applicable to most operating systems: Windows, OS X, FreeBSD, Solaris. Compares differences in design choices among these other systems. Topics include process management (scheduling, threads, interprocess synchronization, and deadlocks), main memory and virtual memory, file and I/O subsystems, and the basics of OS protection and security.

Prerequisite: **Computer Science 210**, or permission of the instructor.

[250 {2325} a - MCSR. Principles of Programming Languages.]

[270 {2400} a - MCSR. Artificial Intelligence.]

[280 {3005} a. Projects in Computer Science.]

**281 {2505} a. Mobile Computing.** Spring 2013. Eric Chown.

As computer science enters the “post-PC” era basic computing paradigms are shifting to take advantage of mobile platforms such as phones and tablets. Covers all aspects of programming for mobile devices including development environments, programming languages, the use of touch screens for input, and associated sensors such as accelerometers and GPS. Students engage in a series of introductory projects before taking on a large self-designed term project that highlights the differences between mobile applications and more traditional applications designed for the desktop.

Prerequisite: **Computer Science 210.**

**[289 {2210} a - MCSR. Theory of Computation.]**

**291–294 {2970–2973} a. Intermediate Independent Study in Computer Science.** The Department.

**299 {2999} a. Intermediate Collaborative Study in Computer Science.** The Department.

**320 {3415} a. Robotics.** Fall 2013. Eric Chown.

Robotics is a challenging discipline that encourages students to apply theoretical ideas from a number of different areas—artificial intelligence, cognitive science, operations research—in pursuit of an exciting, practical application: programming robots to do useful tasks. Two of the biggest challenges are building effective models of the world using inaccurate and limited sensors, and using such models for efficient robotic planning and control. Addresses these problems from both a theoretical perspective (computational complexity and algorithm development) and a practical perspective (systems and human/robot interaction) through multiple programming projects involving simulated and actual robots.

Prerequisite: **Computer Science 210**, or permission of the instructor.

**[345 {3235} a. When RAM Is Not Enough: Computing with Massive Data Sets.]**

**355 {3400} a. Cognitive Architecture.** Fall 2012. Eric Chown.

Advances in computer science, psychology, and neuroscience have shown that humans process information in ways that are very different from those used by computers. Explores the architecture and mechanisms that the human brain uses to process information. In many cases, these mechanisms are contrasted with their counterparts in traditional computer design. A central focus is to discern when the human cognitive architecture works well, when it performs poorly, and why. Conceptually oriented, drawing ideas from computer science, psychology, and neuroscience. No programming experience necessary.

Prerequisite: One of the following: **Computer Science 210, Biology 213, Psychology 216 or 270**, or permission of the instructor.

**360 {3310} a. Computer Security.** Fall 2012. Daniela A. S. de Oliveira.

Millions of people use the Internet in many important activities of their lives, but many of them are using software/hardware that is not secure. Students learn the principles, mechanisms, and implementation of computer security and data protection, attackers’ motivations, how real attacks work and how to defend against them, and how to design more secure systems. Opportunities to perform and analyze real attacks in a controlled environment. Topics include computer security and principles, malicious software (e.g., worms, rootkits, botnets, Trojans, viruses), intrusion detection, network security, Web security, access control matrices,

## COURSES OF INSTRUCTION

confidentiality and integrity policies, design principles, access control mechanisms, information flow, and cryptography as a security tool.

Prerequisite: **Computer Science 210**, or permission of the instructor.

[370 {3300} a. **Computer Networks.**]

**375 {3425} a. Optimization and Uncertainty.** Fall 2012. Stephen Majercik.

Optimization problems and the need to cope with uncertainty arise frequently in the real world. A numeric framework, rather than the symbolic one of traditional artificial intelligence, is useful for expressing such problems. In addition to providing a way of dealing with uncertainty, this approach sometimes permits performance guarantees for algorithms. Topics include constraint satisfaction, systematic and non-systematic search techniques, probabilistic inference and planning, and population-based optimization techniques (e.g., genetic algorithms and ant colony optimization).

Prerequisite: **Computer Science 210**, or permission of the instructor.

**401–404 {4000–4003} a. Advanced Independent Study and Honors in Computer Science.** The Department.

**405 {4029} a. Advanced Collaborative Study in Computer Science.** The Department.

## EARTH AND OCEANOGRAPHIC SCIENCE

Collin S. Roesler, *Department Chair*

Marjorie L. Parker, *Department Coordinator*

*Professor:* Rachel J. Beane

*Associate Professors:* Philip Camill† (Environmental Studies), Edward P. Laine†, Peter D. Lea†, Collin S. Roesler

*Assistant Professor:* Emily M. Peterman

*Visiting Faculty:* Gabrielle C. L. David, Michèle LaVigne, Nicholas Record

*Laboratory Instructors:* Cathryn Field, Joanne Urquhart

### Requirements for the Major in Earth and Oceanographic Science (EOS)

The major consists of ten courses. Majors may begin their study with any one of the introductory earth and oceanographic science courses: **EOS 101, 102** (same as **Environmental Studies 102**), **EOS 103** (same as **Environmental Studies 103**), or **104** (same as **Environmental Studies 104**). Majors are required to take **EOS 200** (same as **Environmental Studies 200**), and any one of the following: **Biology 102 or 109, or Chemistry 102 or 109, or Mathematics 181, or Physics 104**. To establish breadth within the major, students must take one core course from each of the following three areas:

1. **Solid Earth (EOS 241, 242, 262, or 265)**
2. **Earth Surface Processes (EOS 220 or 270 [same as Environmental Studies 270])**
3. **Oceans (EOS 250, 255, 267 [same as Environmental Studies 267], or 282 [same as Environmental Studies 282])**

In addition, majors are required to take at least one research-experience course (**EOS 315 or 367**), and one senior seminar (**EOS 302 [same as Environmental Studies 302] or 352 [same**

as **Environmental Studies 352**). The remaining elective courses may be selected from earth and oceanographic science courses at the 200 or 300 level. One of these electives may include **Biology 219** (same as **Environmental Studies 219**), **225** (same as **Environmental Studies 225**), **274** (same as **Environmental Studies 274**); **Chemistry 305** (same as **Environmental Studies 305**), **350** (same as **Environmental Studies 350**); **Computer Science 350**; **Environmental Studies 204**; **Physics 251, 262, 257** (same as **EOS 257** and **Environmental Studies 253**), **357** (same as **EOS 357** and **Environmental Studies 357**); or an approved off-campus study or summer field course.

Note that (a) only one of **EOS 101, 102** (same as **Environmental Studies 102**), **103** (same as **Environmental Studies 103**), **104** (same as **Environmental Studies 104**), or **105** (same as **Environmental Studies 105**) may be counted toward the major requirements; (b) students may opt to begin the major with **EOS 200** (same as **Environmental Studies 200**) having previously taken **Biology 102** or **109**, or **Chemistry 102** or **109**. Such students may substitute a 200-level earth and oceanographic science course or research-experience course (**EOS 315** or **367**) for **EOS 101, 102** (same as **Environmental Studies 102**), or **104** (same as **Environmental Studies 104**); (c) independent studies do not count toward the major requirements; and (d) all courses counted toward the major must be completed with a C- or better.

Students planning postgraduate study in earth and oceanographic science should note that they might present a stronger application if they take additional courses in the department and in the contributing sciences: biology, chemistry, computer science, mathematics, and physics. It is strongly advised that students consult with faculty on the design of their major and discuss the options of research projects through independent studies, fellowship-funded summer research, and honors projects.

## Interdisciplinary Majors

The department does not explicitly participate in formal interdisciplinary programs.

However, the departments of Earth and Oceanographic Science and Physics have identified major and minor pathways for students interested in majoring in earth and oceanographic science with an interest in physics (EOS major/physics minor) and students interested in majoring in physics with an earth and oceanographic science application (physics major/EOS minor). Students interested in an EOS major/physics minor with an interest in the solid earth discipline would be best served by selecting their optional physics courses from **Physics 223, 229, 240, 251, 262, 300, 301, 302**; those with an interest in the surface earth discipline should choose from **Physics 223, 235, 240, 257, 301, 302, 357**; those with interests in the oceanography discipline should choose from **Physics 223, 229, 240, 250, 257, 300, 301, 302, 320, 357, 370**.

## Requirements for the Minor in Earth and Oceanographic Science (EOS)

The minor consists of four courses in the department. Minors are required to take **EOS 200** (same as **Environmental Studies 200**). No more than one introductory course (**EOS 101, 102** [same as **Environmental Studies 102**], **103** [same as **Environmental Studies 103**], **104** [same as **Environmental Studies 104**], or **105** [same as **Environmental Studies 105**]) may be included. All courses counted toward the minor must be completed with a C- or better.

## First-Year Seminars

For a full description of first-year seminars, see pages 155–167.

**20 {1020} a. Living Downstream: Dams, Floods, and the Politics of River Management.** Fall 2012. Gabrielle David.



## Introductory, Intermediate, and Advanced Courses

**101 {1105} a - INS. Investigating Earth.** Every fall. Fall 2012. Emily Peterman.

Dynamic processes, such as earthquakes and volcanoes, shape the earth on which we live. In-class lectures and exercises examine these processes from the framework of plate tectonics. Weekly field laboratories explore rocks exposed along the Maine coast. During the course, students complete a research project on Maine geology.

**102 {1505} a - INS. Oceanography.** Every spring. Spring 2013. Collin Roesler.

The fundamentals of geological, physical, chemical, and biological oceanography: tectonic evolution of the ocean basins; sedimentation as a record of ocean history; global ocean circulation, waves, and tides; chemical cycles; ocean ecosystems and productivity; and the oceans' role in climate change. Weekly labs and fieldwork demonstrate these principles in the setting of Casco Bay and the Gulf of Maine. Students complete a field-based research project on coastal oceanography. (Same as **Environmental Studies 102 {1102}**.)

**104 {1305} a - MCSR, INS. Environmental Geology and Hydrology.** Spring 2014. Gabrielle David.

An introduction to aspects of geology and hydrology that affect the environment and land use. Topics include lakes, watersheds and surface-water quality, groundwater contamination, coastal erosion, and landslides. Weekly labs and fieldwork examine local environmental problems affecting Maine's rivers, lakes, and coast. Students complete a community-based research project on Maine water quality. Formerly **Geology 100** (same as **Environmental Studies 100**). (Same as **Environmental Studies 104 {1104}**.)

**105 {1515} a - INS. Oceanography of the Gulf of Maine.** Fall 2012. Nicholas Record.

The Gulf of Maine is in many ways a microcosm of the North Atlantic. It lies at the intersection of subpolar and subtropical seas, has a wide variety of coastal habitats, ecosystems, and morphologies, and historically has supported productive fisheries. Introduction to the fundamentals of geological, physical, chemical, and biological oceanography, using the Gulf of Maine as a natural laboratory. Weekly labs apply the principles in the coastal Gulf of Maine. (Same as **Environmental Studies 105 {1515}**.)

**200 {2005} a. Biogeochemistry: An Analysis of Global Change.** Every fall. Fall 2012. Michèle LaVigne.

Understanding global change requires knowing how the biosphere, geosphere, oceans, ice, and atmosphere interact. An introduction to earth system science, emphasizing the critical interplay between the physical and living worlds. Key processes include energy flow and material cycles, soil development, primary production and decomposition, microbial ecology and nutrient transformations, and the evolution of life on geochemical cycles in deep time. Terrestrial, wetland, lake, river, estuary, and marine systems are analyzed comparatively. Applied issues are emphasized as case studies, including energy efficiency of food production, acid rain impacts on forests and aquatic systems, forest clearcutting, wetland delineation, eutrophication of coastal estuaries, ocean fertilization, and global carbon sinks. Lectures and three hours of laboratory or fieldwork per week. (Same as **Environmental Studies 200 {2221}**.)

Prerequisite: One of the following: **Earth and Oceanographic Science 101, 102** (same as **Environmental Studies 102**), **103** (same as **Environmental Studies 103**), **104** (same as **Environmental Studies 104**) [formerly **Geology 100** (same as **Environmental Studies 100**)],



or **105** (same as **Environmental Studies 105**); **Biology 102** or **109**; or **Chemistry 102** or **109**.

**205 {2020} a - INS. Earth, Ocean, and Society.** Every spring. Spring 2013. Emily Peterman.

Explores the historical, current, and future demands of society on the natural resources of the earth and the ocean. Discusses the formation and extraction of salt, gold, diamonds, rare earth elements, coal, oil, natural gas, and renewable energies (e.g., tidal, geothermal, solar, wind). Examines how policies for these resources are written and revised to reflect changing societal values. Students complete a research project that explores the intersection of natural resources and society. (Same as **Environmental Studies 205 {2250}**.)

Prerequisite: One of the following: **Earth and Oceanographic Science 101, 102** (same as **Environmental Studies 102**), **103** (same as **Environmental Studies 103**), **104** (same as **Environmental Studies 104**) [formerly **Geology 100** (same as **Environmental Studies 100**)], **105** (same as **Environmental Studies 105**), or **200** (same as **Environmental Studies 200**).

**206 {2325} a - INS. Environmental Chemistry.** Spring 2013. Dharni Vasudevan.

Focuses on two key processes that influence human and wildlife exposure to potentially harmful substances—chemical speciation and transformation. Equilibrium principles as applied to acid-base, complexation, precipitation, and dissolution reactions are used to explore organic and inorganic compound speciation in natural and polluted waters; quantitative approaches are emphasized. Weekly laboratory sections are concerned with the detection and quantification of organic and inorganic compounds in air, water, and soils/sediments. (Same as **Chemistry 205 {2050}** and **Environmental Studies 211 {2205}**.)

Prerequisite: **Chemistry 109**.

**211 {2110} a - INS. Volcanoes.** Fall 2012. Rachel Beane.

Volcanoes make the news for their human impact, and they reveal much about the inner workings of Earth. Examination of volcanic eruptions, landforms, products, and hazards. Exploration of tectonic influence and magmatic origins of volcanoes. Investigation into the impact of volcanoes on humans, climate, and earth history.

Prerequisite: One 100-level course in earth and oceanographic science.

**220 {2325} a - INS. Sedimentary Systems.** Spring 2014. Peter Lea.

Investigates modern and ancient sedimentary systems, both continental and marine, with emphasis on the dynamics of sediment transport, interpretation of depositional environments from sedimentary structures and facies relationships, stratigraphic techniques for interpreting earth history, and tectonic and sea-level controls on large-scale depositional patterns. Weekend trip to examine Devonian shoreline deposits in the Catskill Mountains in New York is required.

Prerequisite: One course in earth and oceanographic science or permission of the instructor.

**241 {2125} a - MCSR, INS. Field Studies in Structural Geology.** Fall 2012. Rachel Beane.

Geologic structures yield evidence for the dynamic deformation of the earth's crust. Examines deformation at scales that range from the plate-tectonic scale of the Appalachian mountains to the microscopic scale of individual minerals. A strong field component provides ample opportunity for describing and mapping faults, folds, and other structures exposed along the Maine coast. In-class exercises focus on problem-solving through the use of geologic maps, cross-sections, stereographic projections, strain analysis, and computer applications.

Prerequisite: One course in earth and oceanographic science or permission of the instructor.

**242 {2145} a - INS. The Plate Tectonics Revolution.** Spring 2014. Emily Peterman.

Although only about forty years old, the theory of plate tectonics forever changed the way we view our earth, from static to dynamic. Plate tectonics provides a global framework to understand such varied phenomena as earthquakes, volcanoes, ocean basins, and mountain systems both on continents (e.g., the Himalaya, the Andes) and beneath the seas (e.g., the Mid-Atlantic Ridge, the East Pacific Rise). In-depth analysis of plate boundaries, the driving forces of plate tectonics, global plate reconstructions, and the predictive power of plate tectonics. Lectures and three hours of laboratory or fieldwork per week.

Prerequisite: One of the following: **Earth and Oceanographic Science 101, 102** (same as **Environmental Studies 102**), **104** (same as **Environmental Studies 104**) [formerly **Geology 100** (same as **Environmental Studies 100**)], **105** (same as **Environmental Studies 105**), or **200** (same as **Environmental Studies 200**).

**252 {2525} a. Marine Biogeochemistry.** Spring 2013. Michèle LaVigne.

Oceanic cycles of carbon, oxygen, and nutrients play a key role in linking global climate change, marine primary productivity, and ocean acidification. Fundamental concepts of marine biogeochemistry used to assess potential consequences of future climate scenarios on chemical cycling in the ocean. Past climate transitions evaluated as potential analogs for future change using select case studies of published paleoceanographic proxy records derived from corals, ice cores, and deep-sea sediments. Weekly laboratory sections and student research projects focus on creating and interpreting new geochemical paleoclimate records from marine archives and predicting future impacts of climate change and ocean acidification on marine calcifiers. (Same as **Environmental Studies 251 {2251}**.)

Prerequisite: One 100-level course in earth and oceanographic science or **Earth and Oceanographic Science 200** (same as **Environmental Studies 200**).

**255 {2575} a - MCSR, INS. Numerical Modeling of Ocean Ecosystems.** Spring 2013. Nicholas Record.

An interdisciplinary approach to ocean ecology, covering the coupling of physical and biological processes that control the distributions of species in the ocean. Using a combination of computational techniques and simplified physical and biological models, we solve problems related to plankton dynamics, dispersal of fish larvae, and the distributions of higher predators. Laboratory work focuses on the application of computer programming in solving these modeling problems.

Prerequisite: One 200-level course in earth and oceanographic science and **Mathematics 161**.

**[257 {2810} a. Atmosphere and Ocean Dynamics.** (Same as **Environmental Studies 253 {2253}** and **Physics 257 {2810}**.)]**262 {2165} a. Mountains to Trenches: Petrology and Process.** Spring 2013. Emily Peterman.

Exploration of the processes by which igneous rocks solidify from magma (e.g., volcanoes) and metamorphic rocks form in response to pressure, temperature, and chemical changes (e.g., mountain building). Interactions between the petrologic processes and tectonics are examined through a focus on the continental crust, mid-ocean ridges, and subduction zones. Learning how to write effectively is emphasized throughout the course. Laboratory work focuses on field observations, microscopic examination of thin sections, and geochemical modeling. **Earth and Oceanographic Science 101, 200, or 202** is recommended.

Prerequisite: One course in earth and oceanographic science.

**270 {2345} a. Landscapes and Global Change.** Spring 2015. Peter Lea.

The Earth's surface is marked by the interactions of the atmosphere, water and ice, biota, tectonics, and underlying rock and soil. Even familiar landscapes beget questions on how they formed, how they might change, and how they relate to patterns at both larger and smaller scales. Examines Earth's landscapes and the processes that shape them, with particular emphasis on how future changes may both influence and be influenced by humans. Topics include specific land-shaping agents (rivers, glaciers, landslides, groundwater), as well as how these agents interact with one another and with changing climate, tectonics, and human activities. (Same as **Environmental Studies 270 {2270}**.)

Prerequisite: One course in earth and oceanographic science or permission of the instructor.

**277 {2315} a. A World of Rivers.** Spring 2013. Gabrielle David.

Rivers connect both geologic and human history. Despite similarities in hydrology and hydraulics, river morphology is incredibly complex through time and space. This complexity explored by examining some of the largest rivers in the world including the Nile, Amazon, Ganges, Danube, Congo, and Mississippi. Controls on river forms and processes studied through the use of qualitative, quantitative, and statistical models. The variability and complexity of rivers discussed in the context of sustainable river management. Weekly laboratories reinforce understanding of river form and process and introduce students to standard hydraulic and sediment transport models. (Same as **Environmental Studies 277 {2277}**.)

Prerequisite: **Earth and Oceanographic Science 200** (same as **Environmental Studies 200**), or permission of the instructor.

**282 {2585} a - MCSR, INS. Ocean and Climate.** Every other fall. Fall 2012. Collin Roesler.

The ocean covers more than 70 percent of Earth's surface. It has a vast capacity to modulate variations in global heat and carbon dioxide, thereby regulating climate and ultimately life on Earth. Beginning with an investigation of paleo-climate records preserved in deep-sea sediment cores and in Antarctic and Greenland glacial ice cores, the patterns of natural climate variations will be explored with the goal of understanding historic climate change observations. Predictions of polar glacial and sea ice, sea level, ocean temperatures, and ocean acidity investigated through readings and discussions of scientific literature. Weekly laboratory sessions devoted to field trips, laboratory experiments, and computer-based data analysis and modeling to provide hands-on experiences for understanding the time and space scales of processes governing oceans, climate, and ecosystems. Laboratory exercises form the basis for student research projects. **Mathematics 171** is recommended. (Same as **Environmental Studies 282 {2282}**.)

Prerequisite: **Earth and Oceanographic Science 102** (same as **Environmental Studies 102**) or **200** (same as **Environmental Studies 200**), and **Mathematics 161**, or permission of the instructor.

**287 {2530} a. Poles Apart: An Exploration of Earth's High Latitudes.** Every other fall. Fall 2013. Collin Roesler.

Compares and contrasts the tectonic evolution, geography, climate, glaciers and sea ice, ocean circulation and ocean biology of the Arctic and Antarctic regions. Emphasis on the polar regions' role in global climate regulation and the sensitivity of these regions to climate change. In addition to scientific readings (text book chapters and journal articles), students

## COURSES OF INSTRUCTION

read an array of first-hand accounts of polar exploration from the turn of the twentieth century. (Same as **Environmental Studies 287 {2287}.**)

Prerequisite: One course in earth and oceanographic science or permission of the instructor.

**291–294 {2970–2973} a. Intermediate Independent Study in Earth and Oceanographic Science.** The Department.

**299 {2999} a. Intermediate Collaborative Study in Earth and Oceanographic Science.** The Department.

**302 {3020} a. Earth Climate History.** Spring 2013. Michèle LaVigne.

The modern world is experiencing rapid climate warming and some parts extreme drought, which will have dramatic impacts on ecosystems and human societies. How do contemporary warming and aridity compare to past changes in climate over the last billion years? Are modern changes human-caused or part of the natural variability in the climate system? What effects did past changes have on global ecosystems and human societies? Students use environmental records from rocks, soils, ocean cores, ice cores, lake cores, fossil plants, and tree rings to assemble proxies of past changes in climate, atmospheric CO<sub>2</sub>, and disturbance to examine several issues: long-term carbon cycling and climate, major extinction events, the rise of C4 photosynthesis and the evolution of grazing mammals, orbital forcing and glacial cycles, glacial refugia and post-glacial species migrations, climate change and the rise and collapse of human civilizations, climate/overkill hypothesis of Pleistocene megafauna, climate variability, drought cycles, climate change impacts on disturbances (fire and hurricanes), and determining natural variability vs. human-caused climate change. (Same as **Environmental Studies 302 {3902}.**)

Prerequisite: **Earth and Oceanographic Science 200** (same as **Environmental Studies 200**), or permission of the instructor.

**315 {3115} a. Research in Mineral Science.** Spring 2013. Rachel Beane.

Minerals are the Earth's building blocks and an important human resource. The study of minerals provides information on processes that occur within the Earth's core, mantle, crust, and at its surface. At the surface, minerals interact with the hydrosphere, atmosphere and biosphere, and are essential to understanding environmental issues. Minerals and mineral processes examined using hand-specimens, crystal structures, chemistry, and microscopy. Class projects emphasize mineral-based research.

Prerequisite: **Earth and Oceanographic Science 200** (same as **Environmental Studies 200**).

**352 {3520} a. Biodiversity in the Open Ocean.** Fall 2012. Nicholas Record.

Seminar. An analysis of the multiple and often conflicting notions of biodiversity in the open ocean. Explores biodiversity properties that are unique to ocean ecosystems. Attempts to disentangle the scientific definitions of biodiversity from the conservation- or policy-driven interpretations. Focuses on interpreting, synthesizing, and identifying key questions in the scientific literature.

Prerequisite: One 100-level course in earth and oceanographic science, **Earth and Oceanographic Science 200** (same as **Environmental Studies 200**), and one other 200-level course in earth and oceanographic science.

**357 {3050} a. The Physics of Climate.** Every other spring. Spring 2013. Mark Battle.

A rigorous treatment of the earth's climate, based on physical principles. Topics include climate feedbacks, sensitivity to perturbations, and the connections between climate and

radiative transfer, atmospheric composition, and large-scale circulation of the oceans and atmospheres. Anthropogenic climate change also studied. (Same as **Environmental Studies 357 {3957}** and **Physics 357 {3810}**.)

Prerequisite: **Physics 229, 257, or 300**, or permission of the instructor.

**401–404 {4000–4003} a. Advanced Independent Study and Honors in Earth and Oceanographic Science.** The Department.

**405 {4029} a. Advanced Collaborative Study in Earth and Oceanographic Science.** The Department.

## ECONOMICS

B. Zorina Khan, *Department Chair*

Elizabeth Weston, *Department Coordinator*

*Professors:* Rachel Ex Connelly†, Deborah S. DeGraff, John M. Fitzgerald, Jonathan P. Goldstein, B. Zorina Khan

*Associate Professors:* Gregory P. DeCoster, Guillermo Herrera

*Assistant Professors:* Paola Boel, Julián P. Díaz, Stephen J. Meardon, Erik Nelson, Daniel F. Stone, Yao Tang†

The major in economics is designed for students who wish to obtain a systematic introduction to the basic theoretical and empirical techniques of economics. It provides an opportunity to learn economics as a social science with a core of theory, to study the process of drawing inferences from bodies of data and testing hypotheses against observation, and to apply economic theory to particular social problems. Such problems include Third World economic development, the functioning of economic institutions (e.g., financial markets, labor markets, corporations, government agencies), and current policy issues (e.g., the federal budget, poverty, the environment, globalization, deregulation). The major is a useful preparation for graduate study in economics, law, business, finance, or public administration.

### Requirements for the Major in Economics

The major consists of three core courses (**Economics 255, 256, and 257**), two advanced topics courses numbered in the 300s, at least one of which must be designated as a seminar, and two additional courses in economics numbered **200** or higher. Only one of **Economics 260** and **360** may be counted toward the economics major. Because **Economics 101** is a prerequisite for **Economics 102**, and both are prerequisites for most other economics courses, most students will begin their work in economics with these introductory courses. Prospective majors are encouraged to take at least one core course by the end of the sophomore year, and all three core courses should normally be completed by the end of the junior year. Note that **Economics 255** is a prerequisite to **Economics 256**. Advanced topics courses normally have some combination of **Economics 255, 256, and 257** as prerequisites. Qualified students may undertake self-designed, interdisciplinary major programs or joint majors between economics and related fields of social analysis.

To fulfill the major (or minor) requirements in economics, or to serve as a prerequisite for non-introductory courses, a grade of C- or better must be earned in a course. Courses required for the major must be taken on a graded basis (not Credit/D/Fail).

## COURSES OF INSTRUCTION

All prospective majors and minors are required to complete **Mathematics 161**, or its equivalent, prior to enrolling in the core courses. Students who aspire to advanced work in economics (e.g., an honors thesis and/or graduate study in a discipline related to economics) are strongly encouraged to master multivariate calculus (**Mathematics 181**) and linear algebra (**Mathematics 201**) early in their careers. Such students are also encouraged to take **Mathematics 265** instead of **Economics 257** as a prerequisite for **Economics 316**. The **Economics 257** requirement is waived for students who complete **Mathematics 265** and **Economics 316**. Students should consult the Department of Economics about other mathematics courses that are essential for advanced study in economics.

### Interdisciplinary Major

The department participates in an interdisciplinary major in mathematics and economics. See page 222.

### Requirements for the Minor in Economics

The minor consists of **Economics 255**, and any two additional courses numbered **200** or higher. Only one of **Economics 260** and **360** may be counted toward the economics minor. To fulfill the minor requirements or to serve as a prerequisite for other courses, a grade of C- or better must be earned in a course. Courses required for the minor must be taken on a graded basis (not Credit/D/Fail).

### Requirements for the Minor in Economics and Finance

The minor in economics and finance consists of **Economics 255**, **260**, and **360**, and one additional course at the 200 or 300 level selected from among **Economics 209**, **238**, **256**, **257**, **302**, **306**, **309**, **355**, **370** and an Intermediate or Advanced Independent Study as approved by the finance advisor. Since **Economics 255** is a prerequisite for **Economics 360** and other upper-level economics courses, prospective minors are encouraged to complete **255** by the end of their sophomore year. To fulfill the minor requirements or to serve as a prerequisite for other courses, a grade of C- or better must be earned in a course. Courses required for the minor must be taken on a graded basis (not Credit/D/Fail).

Economics majors cannot also minor in economics and finance. Economics majors who complete the requirements for this minor will be provided language by the department to enable them to indicate that they have done so.

### First-Year Seminars

For a full description of first-year seminars, see pages 155–167.

**18 {1018} b. The Art of the Deal: Commerce and Culture.** Fall 2012. B. Zorina Khan.

### Introductory, Intermediate, and Advanced Courses

**101 {1101} b - MCSR. Principles of Microeconomics.** Every semester. The Department.

An introduction to economic analysis and institutions, with special emphasis on the allocation of resources through markets. The theory of demand, supply, cost, and market structure is developed and then applied to problems in antitrust policy, environmental quality, energy, education, health, the role of the corporation in society, income distribution, and poverty. Students desiring a comprehensive introduction to economic reasoning should take both **Economics 101** and **102**.

**102 {1102} b - MCSR. Principles of Macroeconomics.** Every semester. The Department.

An introduction to economic analysis and institutions, with special emphasis on determinants

of the level of national income, prices, and employment. Current problems of inflation and unemployment are explored with the aid of such analysis, and alternative views of the effectiveness of fiscal, monetary, and other governmental policies are analyzed. Attention is given to the sources and consequences of economic growth and to the nature and significance of international linkages through goods and capital markets.

Prerequisite: **Economics 101**.

[209 {2309} **b. Money and Banking.**]

**211 {2211} b - MCSR. Poverty and Redistribution.** Spring 2013. John M. Fitzgerald.

Examines the causes and consequences of poverty and inequality in the United States and analyzes policy responses. Topics include social welfare theory, poverty measurement, discrimination, rising wage inequality, the working poor, and consequences of poverty for families and subsequent generations. Substantial focus on benefit-cost analysis and experimental and non-experimental evaluations of current policy, including welfare reform, education and training, and employment programs. Makes limited use of comparisons to other countries.

Prerequisite: **Economics 101**.

**212 {2212} b - MCSR. Labor and Human Resource Economics.** Fall 2013 or Spring 2014. Rachel Connelly.

A study of labor market supply and demand, with special emphasis on human resource policies, human capital formation, and wage inequality.

Prerequisite: **Economics 101**.

**213 {2213} b. History of Economic Thought.** Fall 2013 or Spring 2014. Stephen Meardon.

A historical study of insights and methods of inquiry into the functions of markets and the role of government in shaping them. Readings include the original works of economic thinkers from the eighteenth to twentieth centuries, including Adam Smith, David Ricardo, Henry Carey, Karl Marx, Henry George, Thorstein Veblen, and John Maynard Keynes, among others. Different historiographical approaches are employed, including examination of the problems motivating past thinkers as well as the relevance of their ideas to modern economics.

Prerequisite: **Economics 101** and **102**, or permission of the instructor.

[215 {2215} **b. Economics of the European Monetary Union.**]

[218 {2218} **b - MCSR. Environmental Economics and Policy.** (Same as **Environmental Studies 218 {2302}.**)]

**220 {2220} b. International Economics.** Fall 2013 or Spring 2014. Julián P. Díaz.

An introduction to the major concepts of international trade and international finance. Analyzes the main reasons why countries trade and the impact of trade on production, prices, and welfare. Additional topics include the use of quotas, tariffs, and other barriers to trade, trade liberalization reforms and regional trade blocs, and the globalization debate. Covers the main issues of international finance, including the structure of the balance of payments accounts, exchange rate determination and exchange rate regimes, currency crises, global imbalances, the role of the IMF, and currency unions such as the European Monetary Union. Not open to students who have credit for **Economics 308** or **309**.

Prerequisite: **Economics 101** and **102**.



**221 {2221} b - MCSR, ESD. Marxian Political Economy.** Fall 2012. Jonathan P. Goldstein.

An alternative (heterodox) analysis of a capitalist market economy rooted in Marx's methodological framework, which focuses on the interconnected role played by market relations, class/power relations, exploitation and internal tendencies towards growth, crisis, and qualitative change. Students are introduced to the Marxian method and economic theory through a reading of Volume I of *Capital*. Subsequently, the Marxian framework is applied to analyze the modern capitalist economy with an emphasis on the secular and cyclical instability of the economy, changing institutional structures and their ability to promote growth, labor market issues, globalization, and the decline of the Soviet Union.

Prerequisite: **Economics 100** or **101**, or permission of the instructor.

**225 {2225} b - IP. The Economy of Latin America.** Fall 2013 or Spring 2014. Julián P. Díaz.

Analyzes selected economic issues of Latin America in the twentieth century and into the twenty-first century. Issues covered include the Import Substitution Industrialization strategy, the Debt Crisis of the 1980s, stabilization programs, trade liberalization and economic integration, inflation and hyperinflation in the region, poverty and inequality, and the Washington Consensus and the rise of populism. Important economic episodes of the past three decades such as the Mexican Crisis of 1994–1995, the Chilean Economic Miracle, dollarization in Ecuador, and the recent crisis in Argentina will also be examined. (Same as **Latin American Studies 235 {2625}**.)

Prerequisite: **Economics 101** and **102**.

**226 {2226} b - IP. Political Economy of Pan-Americanism.** Fall 2013 or Spring 2014. Stephen Meardon.

Examines programs for economic and political integration of the Americas from the early nineteenth century to the present. Surveys the material and ideological motives for Pan-Americanism from the Congress of Panama (1826) to the Organization of American States (1948), the draft of a Free Trade Area of the Americas (2001), and beyond. Different forms of integration are evaluated in light of historical consequences and economic ideas. (Same as **Latin American Studies 226 {2626}**.)

Prerequisite: **Economics 101**.

**227 {2227} b - MCSR, IP. Human Resources and Economic Development.** Fall 2012. Deborah S. DeGraff.

An analysis of human resource issues in the context of developing countries. Topics include the composition of the labor force by age and gender, productivity of the labor force, unemployment and informal sector employment, child labor and the health and schooling of children, and the effects of structural adjustment policies and other policy interventions on the development and utilization of human resources. Examples from selected African, Asian, and Latin American countries are integrated throughout and the interaction of sociocultural environments with economic forces is considered.

Prerequisite: **Economics 101**.

**228 {2228} b - MCSR. Natural Resource Economics and Policy.** Spring 2013. Guillermo Herrera.

A study of the economic issues surrounding the existence and use of renewable natural resources (e.g., forestry/land use, fisheries, water, ecosystems, and the effectiveness of antibiotics) and exhaustible resources (such as minerals, fossil fuels, and old growth forest). A



basic framework is first developed for determining economically efficient use of resources over time, then extended to consider objectives other than efficiency, as well as the distinguishing biological, ecological, physical, political, and social attributes of each resource. Uncertainty, common property, and various regulatory instruments are discussed, as well as alternatives to government intervention and/or privatization. (Same as **Environmental Studies 228 {2303}**.)

Prerequisite: **Economics 101**.

**[238 {2380} b - MCSR. Economic History of American Enterprise.]**

**239 {2239} b - IP. Topics on Asian Economies.** Fall 2013 or Spring 2014. Yao Tang.

A study of the similarities and differences in growth experience and the level of economic output per person in Asian countries. Explores possible causes of differences in economic paths, with a focus on several important economies, including China and Japan. Also discusses the relationship between the Asian economies and the United States economy. (Same as **Asian Studies 231 {2830}**.)

Prerequisite: **Economics 101** and **102**.

**255 {2555} b - MCSR. Microeconomics.** Every semester. The Department.

An intermediate-level study of contemporary microeconomic theory. Analysis of the theory of resource allocation and distribution, with major emphasis on systems of markets and prices as a social mechanism for making resource allocation decisions. Topics include the theory of individual choice and demand, the theory of the firm, market equilibrium under competition and monopoly, general equilibrium theory, and welfare economics.

Prerequisite: **Economics 101, 102, and Mathematics 161** or higher.

**256 {2556} b - MCSR. Macroeconomics.** Every semester. The Department.

An intermediate-level study of contemporary national income, employment, and inflation theory. Consumption, investment, government receipts, government expenditures, money, and interest rates are examined for their determinants, interrelationships, and role in determining the level of aggregate economic activity. Policy implications are drawn from the analysis.

Prerequisite: **Economics 255**.

**257 {2557} b - MCSR. Economic Statistics.** Every semester. The Department.

An introduction to the data and statistical methods used in economics. A review of the systems that generate economic data and the accuracy of such data is followed by an examination of the statistical methods used in testing the hypotheses of economic theory, both micro- and macro-. Probability, random variables and their distributions, methods of estimating parameters, hypothesis testing, regression, and correlation are covered. The application of multiple regression to economic problems is stressed. Students who have taken **Mathematics 265** are encouraged to take **Economics 316** instead of this course.

Prerequisite: **Economics 101, 102, and Mathematics 161** or higher.

**260 {2301} b - MCSR. Financial Analysis.** Fall 2012. Gregory P. DeCoster.

Provides a thorough exposure to asset valuation, portfolio management, and corporate financial decision-making. In addition, presents the financial accounting concepts necessary to utilize corporate financial statements in valuation and decision-making exercises. Topics include functions and structure of the financial system; measures of return and risk, and discounted cash-flow analysis; overview of financial statements and financial statement analysis; portfolio

## COURSES OF INSTRUCTION

theory, asset pricing models, and efficient markets theory; corporate decision-making—the cost of capital, capital budgeting, and capital structure. **Mathematics 161** is recommended.

Prerequisite: **Economics 101** and **102**.

**[277 {3277} - MCSR. Applied Research Practicum: Chinese Rural to Urban Migration.** (Same as **Asian Studies 269 {2090}** and **Gender and Women's Studies 277 {2277}**.)]

**291–294 {2970–2973} b. Intermediate Independent Study in Economics.** The Department.

**299 {2999} b. Intermediate Collaborative Study in Economics.** The Department.

Courses numbered higher than **300** are advanced courses in economic analysis intended primarily for majors. Enrollment in these courses is limited to eighteen students in each unless stated otherwise. Elementary calculus will be used in all 300-level courses.

**[301 {3531} b. The Economics of the Family.** (Same as **Gender and Women's Studies 302 {3302}**.)]

**302 {3532} b. Business Cycles.** Spring 2013. Jonathan P. Goldstein.

Seminar. A survey of competing theories of the business cycle, empirical tests of cycle theories, and appropriate macro stabilization policies. Topics include descriptive and historical analysis of cyclical fluctuations in the United States, Keynesian-Kaleckian multiplier-accelerator models, growth cycle models, theories of financial instability, Marxian crisis theory, new classical and new Keynesian theories, and international aspects of business cycles. The current global financial crisis is also analyzed.

Prerequisite: **Economics 256** or permission of the instructor.

**306 {3533} b. Behavioral Economics.** Spring 2013. Daniel Stone.

Seminar. Standard economics (i.e., neoclassical economics) assumes that individuals are self-interested, rational actors, who optimize well-defined, stable objective functions. Behavioral economics is the study of systematic departures from these assumptions, and the implications for economic outcomes. Topics include errors in information-processing and belief formation, behavioral choice under uncertainty (loss aversion, reference dependence), time inconsistent behavior (self-control problems), and social preferences (altruism, fairness, and reciprocity).

Prerequisite: **Economics 255** and **257**.

**308 {3208} b. International Trade.** Fall 2012. Julián P. Díaz.

Offers a theoretical and empirical analysis of international trade. Particular attention is given to the standard models of trade: the Ricardian model, the Heckscher-Ohlin model, the specific factors model, and the monopolistic competition model, as well as an introduction to applied general equilibrium models of trade liberalization. Also analyzes current topics such as barriers to trade (quotas, tariffs); the effects of trade liberalization on wage inequality; regional integration blocs; the globalization debate; and the relation between trade, growth, and productivity. Data analysis is used in order to evaluate the success or shortcomings of the theoretical models.

Prerequisite: **Economics 255** and **256**.

**309 {3509} b. International Finance.** Fall 2013 or Spring 2014. Yao Tang.

Seminar. Surveys a number of topics in international finance and international macroeconomics, including balance of payments, exchange rate determination, the Mundell-Fleming model of output and exchange rate, exchange rate regimes, international capital flows, and international financial crises. Involves data analysis to empirically evaluate the theoretical models. Also provides a special focus on Asia by discussing issues such as Asia's role in the global imbalances, China's exchange rate regime, and the currency carry trade associated with the Japanese Yen.

Prerequisite: **Economics 256** and **257**, or permission of the instructor.

**310 {3510} b. Advanced Public Economics.** Fall 2013 or Spring 2014. John M. Fitzgerald.

Seminar. A survey of theoretical and empirical evaluations of government activities in the economy, considering both efficiency and equity aspects. Topics include public choice, income redistribution, benefit-cost analysis, analysis of selected government expenditure programs (including social security), incidence and behavioral effects of taxation, and tax reform. Current public policy issues are emphasized. Not open to students who have credit for **Economics 210**.

Prerequisite: **Economics 255** and **257**, or permission of the instructor.

**316 {3516} b. Econometrics.** Fall 2012. Jonathan P. Goldstein.

Seminar. A study of the mathematical formulation of economic models and the statistical methods of testing them. A detailed examination of the general linear regression model, its assumptions, and its extensions. Applications to both micro- and macroeconomics are considered. Though most of the course deals with single-equation models, an introduction to the estimation of systems of equations is included. An empirical research paper is required.

Prerequisite: **Economics 257** or **Mathematics 265**, and **Mathematics 161** or higher; or permission of the instructor.

**318 {3518} b. Environmental and Natural Resource Economics.** Fall 2012. Guillermo Herrera.

Seminar. Analysis of externalities and market failure; models of optimum control of pollution and efficient management of renewable and nonrenewable natural resources such as fisheries, forests, and minerals; governmental vs. other forms of control of common-pool resources; and benefit-cost analysis of policies, including market-based and non-market valuation.

Permission of instructor required for students who have credit for **Economics 218** (same as **Environmental Studies 218**) or **228** (same as **Environmental Studies 228**). (Same as **Environmental Studies 318 {3918}**.)

Prerequisite: **Economics 255** and **257**.

**319 {3519} b. The Economics of Development.** Fall 2013 or Spring 2014. Deborah S. DeGraff.

Seminar. Theoretical and empirical analysis of selected microeconomic issues within the context of developing countries. Has a dual focus on modeling household decisions and on the effects of government policy and intervention on household behavior and well being. Topics include agricultural production, land use systems, technology and credit markets, household labor allocation and migration, investment in education and health, and income inequality.

Prerequisite: **Economics 257** or **Mathematics 265**, and **Economics 255**, or permission of the instructor.

**[321 {3521} b. The Economics of Land Use, Ecosystem Services, and Biodiversity.**  
(Same as **Environmental Studies 321 {3921}.**)

**326 {3526} b. Trade Doctrines and Trade Deals.** Fall 2012. Stephen Meardon.

Seminar. An inquiry into the consequences of theory meeting practice in international trade negotiations. The historical relationship between economic ideas and the bilateral trade treaties, multilateral trade arrangements, and retaliatory tariff laws of Great Britain and the United States considered. The timeline extends from the eighteenth century to the present, from the Treaty of Methuen (1703) to the World Trade Organization.

Prerequisite: **Economics 255.**

**340 {3540} b. Law and Economics.** Spring 2013. B. Zorina Khan.

Seminar. Law and economics is one of the most rapidly growing areas in the social sciences. The field applies the concepts and empirical methods of economics to further our understanding of the legal system. Explores the economic analysis of law and legal institutions, including the economics of torts, contracts, property, crime, courts, and dispute resolution. Also focuses on topics in law and economics such as antitrust and regulation, corporations, the family, labor markets, product liability, and intellectual property. Students are introduced to online sources of information in law, and are required to apply economic reasoning to analyze landmark lawsuits in each of these areas. Not open to students who have credit for **Economics 341.**

Prerequisite: **Economics 255 and 257,** or permission of the instructor.

**355 {3305} b. Game Theory and Strategic Behavior.** Fall 2012. Daniel Stone.

An introduction to game theory, a theory analyzing and characterizing optimal strategic behavior. Strategic behavior takes into account other individuals' options and decisions. Such behavior is relevant in economics and business, politics, and other areas of the social sciences. The main game theoretic equilibrium concepts are introduced and applied to a variety of economics and business problems. Elementary calculus and probability theory are used. Not open to students who have credit for **Economics 245.**

Prerequisite: **Economics 255** or permission of the instructor.

**356 {3356} b. Monetary Economics.** Spring 2013. Paola Boel.

Examines the role that money plays in market economies. Monetary policies, fiscal policies, and payment systems are studied. Particular attention given to how inflation and taxes affect saving, investment, and output. The interaction of money with other assets, the banking system, forms of credit, and alternatives to fiat money also investigated.

Prerequisite: **Economics 255 and 256.**

**360 {3302} b. Topics in Finance.** Spring 2013. Gregory P. DeCoster.

A continuation of **Economics 260** taught using the tools of standard Intermediate Microeconomics.

Prerequisite: **Economics 255 and 260.**

**370 {3350} b. Mathematical Economics.** Spring 2013. Erik Nelson.

A survey of some of the mathematical techniques used to conduct economic analyses. Topics include utility maximization under uncertainty; solving constrained optimization problems with mathematical programming; optimal control theory; solving complex

equations and systems of equations with numerical methods; dynamic programming; and general equilibrium analysis. Students learn to solve problems with MATLAB and other similar programming and statistical software.

Prerequisite: **Economics 255** and **257**, and **Mathematics 181**.

**401–404 {4000–4003} b. Advanced Independent Study and Honors in Economics.** The Department.

**405 {4029} b. Advanced Collaborative Study in Economics.** The Department.

## EDUCATION

Nancy Jennings, *Department Chair*

Lynn A. Brettler, *Department Coordinator*

*Associate Professors:* Charles Dorn†, Nancy Jennings

*Assistant Professor:* Doris A. Santoro

*Lecturer:* Kathleen O'Connor

*Visiting Faculty:* Kathryn Byrnes

*Fellow:* Casey Meehan

Bowdoin College does not offer a major in education.

### Requirements for the Minor in Education

The department offers two minors: a **Teaching** minor for students who plan to teach in some capacity following graduation and an **Education Studies** minor for those who do not. Four courses are required for the **Education Studies** minor: **Education 101** and three others chosen from among **Education 211, 212, 215, 250** (same as **Government 219**), **325**. One independent study credit may be used to complete the **Education Studies** minor. Four courses are required for the **Teaching** minor: **Education 101, 203, 301, 303**. Courses that will count toward either minor must be taken on a graded basis (not Credit/D/Fail). Students must earn a grade of C- or better in order to have a course count toward either minor in education. Students must earn a grade of C- or higher in all prerequisite courses.

### Bowdoin Teacher Scholars Program

The Bowdoin Teacher Scholars are a select group of Bowdoin undergraduates and graduates who embrace the College's commitment to the common good by becoming teachers through a rigorous scholarly and classroom-based preparation.

*The Teacher Scholars:*

1. Complete a full-time, 14-week, student-teaching practicum in a public school.
2. Participate in an introspective weekly seminar.
3. Develop a professional portfolio.
4. Receive a Maine State Department of Education Public School Teaching Certificate, making them eligible to teach in any public school in the United States.
5. Gain access to the Boston, New York, and Philadelphia Teaching Induction Programs sponsored by the Consortium for Excellence in Teacher Education.

## COURSES OF INSTRUCTION

To become a Teacher Scholar, students must apply for candidacy through the education department, be a community member in good standing, and have a strong academic record. A cumulative 3.0 grade point average is required as well as a 3.0 grade point average in **Education 301** and **Education 303**. Students must major in a subject area that enables them to be certified to teach by the State of Maine. Subject areas of certification include mathematics, life science, physical science, English, foreign language, and social studies. Since majors at Bowdoin do not correspond directly with subject areas for public school certification, students are strongly encouraged to meet with a member of the education department early in their college careers. Also note that teaching candidates must be fingerprinted and earn a passing score on all examinations specified by the Maine Department of Education. Since this requirement was first instituted, Bowdoin students' pass rate has been 100%.

### Pathways

Bowdoin Teacher Scholars follow one of two pathways. In the first, students participate in the program as undergraduates during the spring semester of their junior or senior year. In the second, they participate in the program during a spring semester within two years following their Bowdoin graduation.

#### Undergraduate Pathway

*By the end of the fall semester of their junior or senior year, Teacher Scholars:*

1. Complete prerequisite coursework (**Education 101, 203, 215\***, **301**, and **303**).

**\*Education 215** may be taken in the spring of the junior or senior year while enrolled in **Education 302** and **304**.

*During the spring semester of their junior or senior year, Teacher Scholars:*

2. Complete a full-time, 14-week practicum (students receive course credit for this practicum through **Education 302: Student Teaching Practicum**).
3. Enroll in **Education 304: Bowdoin Teacher Scholars Seminar**.

#### Postgraduate Pathway

*By the time they graduate from Bowdoin, Teacher Scholars:*

1. Complete prerequisite coursework (**Education 101, 203, 301**, and **303**).

*During a spring semester and within two years of their Bowdoin graduation, Teacher Scholars:*

2. Enroll in **Education 215: Adolescents in Schools** (if not taken prior to this time).
3. Complete a full-time, 14-week practicum (students receive course credit for this practicum through **Education 302: Student Teaching Practicum**).
4. Enroll in **Education 304: Bowdoin Teacher Scholars Seminar**.

#### First-Year Seminars

For a full description of first-year seminars, see pages 155–167.

[20 {1020} c. The Educational Crusade.]

#### Introductory, Intermediate, and Advanced Courses

**101 {1101} c - ESD. Contemporary American Education.** Fall 2012. Casey Meehan. Spring 2013. The Department.

Examines current educational issues in the United States and the role schools play in society.

Topics include the purpose of schooling; school funding and governance; issues of race, class, and gender; school choice; and the reform movements of the 1990s. The role of schools and colleges in society's pursuit of equality and excellence forms the backdrop of this study.

**203 {2203} c - ESD. Educating All Students.** Fall 2012 and Spring 2013. Doris Santoro.

An examination of the economic, social, political, and pedagogical implications of universal education in American classrooms. Focuses on the right of every child, including physically handicapped, learning disabled, and gifted, to equal educational opportunity. Requires a minimum of twenty-four hours of observation in a local elementary school.

Prerequisite: **Education 20** or **101**.

**211 {2211} c. Education and the Human Condition.** Fall 2013. Doris Santoro.

Explores the relationship between education and being/becoming human. Topics may be guided by the questions: What does it mean to be an educated person? How can education lead to emancipation? How might teaching and learning lead to the good life? What is our responsibility to teach the next generation? Readings may include works by Hannah Arendt, John Dewey, W. E. B. Du Bois, Plato, Jacques Rancière, among others.

**212 {2212} c. Gender, Sexuality, and Schooling.** Fall 2012. Doris Santoro.

Schools are sites where young people learn to “do” gender and sexuality through direct instruction, the hidden curriculum, and peer-to-peer learning. In schools, gender and sexuality are challenged, constrained, constructed, normalized, and performed. Explores instructional and curricular reforms that have attempted to address students’ and teachers’ sexual identities and behavior. Examines the effects of gender and sexual identity on students’ experience of school, their academic achievement, and the work of teaching. Topics may include Compulsory Heterosexuality in the Curriculum; The Gender of the Good Student and Good Teacher; Sex Ed in an Age of Abstinence. (Same as **Gay and Lesbian Studies 212 {2120}** and **Gender and Women’s Studies 282 {2282}**.)

Prerequisite: **Education 101**, **Gay and Lesbian Studies 201**, or **Gender and Women’s Studies 101**.

**221c. Democracy’s Citadel: Education and Citizenship in America.** Fall 2014. Charles Dorn.

Examines the relationship between education, citizenship, and democracy in America. Questions explored include: What does “public” mean and how necessary is a “public” to democracy? Is there something “democratic” about how Americans choose to govern their schools? What does “citizenship” mean? Is education a public good with a collective economic and civic benefit, a private good with benefits to individuals whose future earnings depend on the quality of their education, or some combination of the two? What type of curriculum is most important for civic education and how should it be taught? What policies are necessary to prevent economic inequality from undermining education’s role in fostering democratic citizenship? To what extent are the concepts of “education for democracy” and “democratic education” related?

Prerequisite: **Education 20** or **101**.

**[250 {2250} c. Education and Law.** (Same as **Government 219 {2940}**.)]

**251 {2251} c. Teaching Writing: Theory and Practice.** Fall 2012. Kathleen O’Connor.

Explores theories and methods of teaching writing, emphasizing collaborative learning and peer tutoring. Examines relationships between the writing process and the written product,

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writing and learning, and language and communities. Investigates disciplinary writing conventions, influences of gender and culture on language and learning, and concerns of ESL and learning disabled writers. Students practice and reflect on revising, responding to others' writing, and conducting conferences. Prepares students to serve as writing assistants for the Writing Project.

Prerequisite: Selection during the previous spring semester by application to the Writing Project (see pages 307–308).

**291–294 {2970–2973} c. Intermediate Independent Study in Education.** The Department.

**299 {2999} c. Intermediate Collaborative Study in Education.** The Department.

**301 {3301} c. Teaching and Learning.** Fall 2012. Kathryn Byrnes and Nancy Jennings.

A study of what takes place in classrooms: the methods and purposes of teachers, the response of students, and the organizational context. Readings and discussions help inform students' direct observations and written accounts of local classrooms. Peer teaching is an integral part of the course experience. Requires a minimum of thirty-six hours of observation in a local secondary school. **Education 303** must be taken concurrently with this course.

Prerequisite: **Education 20** or **101**, and **203**; junior or senior standing; a concentration in a core secondary school subject area (English, foreign language, life science, mathematics, physical science, or social studies); and permission of the instructor.

**302 {3303} c. Student Teaching Practicum.** Spring 2013. The Department.

Required of all students who seek secondary public school certification, this final course in the student teaching sequence requires that students work full time in a local secondary school from early January to late April. Grading is Credit/D/Fail. **Education 304** must be taken concurrently. Students must complete an application and interview.

Prerequisite: **Education 203**, **301**, and **303**; senior standing; a cumulative 3.0 grade point average; a 3.0 grade point average in **Education 301** and **303**; a major in a subject area that enables them to be certified by the State of Maine; and permission of the instructor.

**303 {3302} c. Curriculum.** Fall 2012. Kathryn Byrnes and Nancy Jennings.

A study of the knowledge taught in schools; its selection and the rationale by which one course of study rather than another is included; its adaptation for different disciplines and for different categories of students; its cognitive and social purposes; the organization and integration of its various components. **Education 301** must be taken concurrently with this course.

Prerequisite: **Education 20** or **101**, and **203**; junior or senior standing; a concentration in a core secondary school subject area (mathematics, life science, physical science, English, foreign language, or social studies); and permission of the instructor.

**304 {3304} c. Bowdoin Teacher Scholars Seminar.** Spring 2013. The Department.

Taken concurrently with **Education 302, Student Teaching Practicum**. Considers theoretical and practical issues related to effective classroom instruction.

Prerequisite: **Education 203**, **301**, and **303**; junior or senior standing; a cumulative 3.0 grade point average; a 3.0 grade point average in **Education 301** and **303**; a major in a subject area that enables them to be certified by the State of Maine; and permission of the instructor.

**325 {3325} b. Mindfulness in Education.** Spring 2013. Kathryn Byrnes.

An exploration of the educational techniques/methods that human beings have found, across



cultures and time, to concentrate, broaden, and deepen awareness of thoughts, emotions, and bodily sensations. Holistic and interdisciplinary lens on the theory and processes of how people learn. Focus on educational models that encourage and foster mindful learning such as Montessori and Waldorf. Seminar-style dialogue on course readings complemented by contemplative practices such as yoga, meditation, tai chi.

Prerequisite: **Education 20** or **101**, and **203**.

**333 {3333} c. Education Studies Capstone.** Spring 2013. The Department.

Provides students with the opportunity to synthesize issues in educational studies addressed in previous coursework. Through an experiential project, students deepen their understanding of how schools both mirror and change the societies that create them. One-half credit. Grading is Credit/D/Fail.

Prerequisite: **Education 101** and three of the following: **211**, **212**, **221**, **250**, or **325**; or permission of the instructor.

**401–404 {4000–4003} c. Advanced Independent Study in Education.** The Department.

**405 {4029} c. Advanced Collaborative Study in Education.** The Department.

## ENGLISH

Aviva Briefel, *Department Chair*

Laurie Holland, *Department Coordinator*

*Professors:* David Collings, Peter Coviello, Celeste Goodridge, Marilyn Reizbaum, William C. Watterson

*Associate Professors:* Aviva Briefel (Film Studies), Tess Chakkalakal (Africana Studies), Brock Clarke, Ann Louise Kibbie†, Aaron Kitch†, Belinda Kong (Asian Studies), Elizabeth Muther

*Assistant Professors:* Guy Mark Foster, Hilary Thompson

*Writer in Residence:* Anthony E. Walton

*Fellow:* Megan L. Cook

*Visiting Faculty:* Terri Nickel

### Requirements for the Major in English and American Literature

The major requires a minimum of ten courses. Each student must take one first-year seminar (**English 10–29**) or introductory course (**English 104–110**), either of which will serve as a prerequisite to further study in the major. At least three of the ten courses must be chosen from offerings in British and Irish literature before 1800. These are courses in Old English and Medieval literature, Renaissance literature, and the literature of the Restoration and the Eighteenth Century. The individual courses that satisfy this requirement are identified by a note in the course description. Only one of these three courses may be a Shakespeare drama course, and only one may be a Chaucer course. Only one transfer course may count toward this requirement. At least one of the ten courses must be chosen from offerings in literature of the Americas. The individual courses that satisfy this requirement are identified by a note in the course description. Also, each student must take at least one advanced seminar in the department (any 300-level English course). Students may, when appropriate, also count the advanced seminar toward one of the requirements listed above. Transfer credits will not count for the advanced seminar requirement. The remaining courses may be selected from the

## COURSES OF INSTRUCTION

foregoing and/or first-year seminars; Introductory or Advanced Creative Writing; 200- and/or 300-level Literary Analysis; Independent Study; and **401–402** (Advanced Independent Study/Honors). No more than two courses may come from the department's roster of first-year seminars and 100-level courses; no more than two creative writing courses will count toward the major. As one of two courses outside the department, one upper-level course in film studies may be counted toward the major; courses in expository writing, journalism, and communication are not eligible for major credit. Credit toward the major for advanced literature courses in another language, provided that the works are read in that language, must be arranged with the chair.

Majors who are candidates for honors must write an honors essay and take an oral examination in the spring of their senior year.

### Interdisciplinary Major

The department participates in an interdisciplinary major in English and Theater. See page 220.

### Requirements for the Major in English with Concentration in Creative Writing

The requirements for the Concentration in Creative Writing are identical to those of the English major, with these additions: a level I and a level II creative writing course in a single genre (poetry or fiction), and an additional elective course in creative writing.

### Requirements for the Minor in English and American Literature

The minor requires five courses in the department, including one first-year seminar (**English 10–29**) or introductory course (**English 104–110**). At least three of the remaining four courses must be numbered **200** or higher. No more than one creative writing course may count toward the minor, and no courses in expository writing, film, communication, or journalism will count. Students may not apply transfer credits to the minor.

### First-Year Seminars in English Composition and Literature

These courses are open to first-year students. The main purpose of the first-year seminars (no matter what the topic or reading list) is to give first-year students extensive practice in reading and writing analytically. Each seminar is normally limited to sixteen students and includes discussion, outside reading, frequent papers, and individual conferences on writing problems. For a full description of first-year seminars, see pages 155–167.

**10 {1034} c. Lesbian Personae.** Spring 2013. Peter Coviello. (Same as **Gay and Lesbian Studies 20 {1034}** and **Gender and Women's Studies 23 {1034}**.)

**13 {1016} c. Hawthorne.** Fall 2012. William Watterson.

**16 {1027} c. Fan Fictions and Cult Classics.** Fall 2012. Megan Cook.

**20 {1035} c. African American Children's Literature.** Fall 2012. Elizabeth Muther. (Same as **Africana Studies 20 {1035}**.)

**26 {1026} c. Fictions of Freedom.** Fall 2012. Tess Chakkalakal. (Same as **Africana Studies 16 {1026}**.)

**27 {1024} c. Love and Trouble: Black Women Writers.** Fall 2012. Guy Mark Foster. (Same as **Africana Studies 27 {1024}**.)

**28 {1044} c. Queer Gardens.** Fall 2012. Terri Nickel. (Same as **Gay and Lesbian Studies 28 {1044}**.)

**29 {1043} c. Fact and Fiction.** Fall 2012. Brock Clarke.

### **Introductory Courses in Literature**

**104–110 {1104–1110}.** Primarily intended for first- and second-year students, and for juniors and seniors with no prior experience in college literature courses. (Specific content and focus of each course will vary with the instructor.)

**104 {1104} c. From Page to Screen: Film Adaptation and Narrative.** Spring 2013. Aviva Briefel.

Explores the topic of “adaptation,” specifically, the ways in which cinematic texts transform literary narratives into visual forms. Begins with the premise that every adaptation is an interpretation, a rewriting/rethinking of an original text that offers an analysis of that text. Central to class discussions is close attention to the differences and similarities in the ways in which written and visual texts approach narratives, the means through which each medium constructs and positions its audience, and the types of critical discourses that emerge around literature and film. May include works by Philip K. Dick, Charles Dickens, Howard Hawks, Alfred Hitchcock, Stanley Kubrick, David Lean, Anita Loos, Vladimir Nabokov, and Ridley Scott.

**105 {1105} c. Introduction to Poetry.** Fall 2012. Marilyn Reizbaum.

An examination of how to read a poem and how the poem is made. Includes the study of poetic form(s) and cultural and aesthetic contexts. Focuses on the modern poem in English and English translation from diverse poetic traditions, considering in particular the challenges to generic boundaries provided by the twentieth century.

**[106 {1106} c. Introduction to Drama. (Same as Theater 106 {1806}.)]**

**107 {1107} c. Introduction to African American Literary Fiction.** Spring 2013. Tess Chakkalakal.

Introduces students to the literary and historical aspects of the black novel as it developed in the late nineteenth and early twentieth century in the United States. Begins with a consideration of the novels of Charles Chesnutt, Sutton Griggs, and Pauline Hopkins, then examines the ways in which novelists of the Harlem Renaissance—James Weldon Johnson, Nella Larsen, and W. E. B. Du Bois—played with both the form and function of the novel during this era. Then considers how novels by Richard Wright, Chester Himes, and Ralph Ellison challenged and reformed the black novel’s historical scope and aesthetic aims. (Same as **Africana Studies 107 {1107}**).

**110 {1110} c. English Literature and Social Power.** Spring 2013. David Collings.

Considers how works of literature encode or resist modes of social power, articulate styles of cultural entitlement, revise norms of behavior from the perspective of leisured domesticity, create satisfying narrative solutions to urban conflict, and absorb the difficulties of social life into the workings of individual consciousness. Examines the relationship between ideology and literary form, placing both in the context of transformations in English culture from the early seventeenth through the early twentieth centuries. Discusses writings by Jonson, Defoe, Pope, Wordsworth, Austen, Dickens, and Woolf alongside critical and interpretive essays.

**114 {1114} c. Introduction to Narrative.** Fall 2012. Peter Coviello.

The novel, it has been said, is of all literary forms the great “container.” Examines the ways narrative accommodates variety and plenitude: how it makes room for multiple idioms, styles,

## COURSES OF INSTRUCTION

and points of view; how it allows different voices to speak in colloquy; how it transforms unjoined fragments into stories. Authors may include James, Freud, Toomer, Woolf, Faulkner, Nabokov, and Pynchon.

### Courses in Composition

**60 {1060} c. English Composition.** Fall 2012. Belinda Kong. Spring 2013. Celeste Goodridge and Terri Nickel.

Practice in developing the skills needed to write and revise college-level expository essays. Explores the close relationship between critical reading and writing. Assignment sequences and different modes of analysis and response enable students to write fully developed expository essays. Does not count toward the major or minor in English.

### Introductory Courses in Creative Writing

**125 {1225} c. Creative Writing: Poetry I.** Fall 2012. Anthony Walton.

Intensive study of the writing of poetry through the workshop method. Students expected to write in free verse and in form, and to read deeply from an assigned list of poets.

Prerequisite: Permission of the instructor.

**128 {1228} c. Introductory Fiction Workshop.** Fall 2012 and Spring 2013. Brock Clarke.

Begins with an examination of some technical aspects of fiction writing. In particular, considers those that we tend to take for granted as readers and need to understand better as writers, e.g., point of view, characterization, dialogue, foreshadowing, scene, and summary. Students read and discuss published stories, and work through a series of exercises to write their own stories. Workshop discussion is an integral part.

### Advanced Courses in Creative Writing

**213 {2854} c. Telling Environmental Stories.** Fall 2012. Anthony Walton.

Intended for students with a demonstrated interest in environmental studies, as an introduction to several modes of storytelling, which communicate ideas, historical narratives, personal experiences, and scientific and social issues in this increasingly important area of study and concern. Explores various techniques, challenges, and pleasures of storytelling, and examines some of the demands and responsibilities involved in the conveyance of different types of information with clarity and accuracy in nonfiction narrative. Engages student writing through the workshop method, and includes study of several texts, including *The Control of Nature*, *Cadillac Desert*, *Living Downstream*, and *Field Notes from a Catastrophe*. (Same as **Environmental Studies 216 {2420}**).

Prerequisite: Permission of the instructor.

**216 {2852} c. Creative Writing: Poetry II.** Fall 2013. The Department.

Builds upon the method of studying and crafting poetry encountered in **English 125**. Students exposed to advanced methods of writing and interpretation, including the in-depth study of one particular poet's oeuvre and evolution. Students encouraged to develop a more comprehensive view of their own individual poetic practices. Each week students responsible for evaluating the assigned reading and for writing poems. Preference given to students who have successfully completed **English 125**.

Prerequisite: Permission of the instructor.

**217 {2853} c. Advanced Fiction Workshop.** Spring 2013. Brock Clarke.

Presumes a familiarity with the mechanics of fiction and, ideally, previous experience in a fiction workshop. Uses published stories and stories by students to explore questions of voice and tone, structure and plot, how to deepen one's characters, and how to make stories resonate at a higher level. Students write several stories during the semester and revise at least one. Workshop discussion and critiques are an integral part.

Prerequisite: Permission of the instructor.

**Intermediate Courses in English and American Literature**

These seminars are open to both majors and non-majors—and are normally limited to sixteen students. They provide opportunities for students to focus intensively on critical reading and writing skills and to learn advanced research methods. Each seminar explores a unique topic while introducing students to literary theory and other critical paradigms and tools of literary studies.

**208 {2002} c. Victorian Urban Narratives.** Fall 2012. Aviva Briefel.

Seminar. An exploration of London as space and character in Victorian literary narratives. Considers such topics as the intersections between identity and urban setting; the relationship between genre and literary space; and the overlaps in mappings of cities and narrative. Consideration of literary and cultural theory and criticism is central. Authors may include Conrad, Dickens, Dixon, Doyle, Gissing, Marsh, and Wilde. (Same as **Gay and Lesbian Studies 202 {2002}** and **Gender and Women's Studies 202 {2202}**.)

Prerequisite: One first-year seminar or 100-level course in English.

**219 {2003} c. Trolls, Frogs, and Princesses: Fairy Tales and Retellings.** Spring 2013. Elizabeth Muther.

Seminar. Explores the resiliency of fairy tales across cultural boundaries and historical time. Traces the genealogical origins of the classic tales, as well as their metamorphoses in historical and contemporary variants, fractured tales, and adaptations in literature and film. Engages a spectrum of related texts in literary and cultural theory and criticism.

Prerequisite: One first-year seminar or 100-level course in English.

**227 {2004} c. White Negroes.** Spring 2013. Guy Mark Foster.

Close readings of literary and filmic texts that interrogate widespread beliefs in the fixity of racial categories and the broad assumptions these beliefs often engender. Investigates “whiteness” and “blackness” as unstable and fractured ideological constructs. These are constructs that, while socially and historically produced, are no less “real” in their tangible effects, whether internal or external. Includes works by Charles Chesnutt, Nella Larsen, Norman Mailer, Jack Kerouac, John Howard Griffin, Andrea Lee, Sandra Bernhard, and Warren Beatty. (Same as **Africana Studies 254 {2654}** and **Gender and Women's Studies 257 {2257}**.)

Prerequisite: One first-year seminar or 100-level course in English or Africana Studies.

**265 {2001} c. Sex and the Word: Psychoanalysis and Literature.** Fall 2012. Peter Coviello.

Seminar. In its founding, psychoanalysis—Freud's ambivalently “scientific” framework for explicating desire—was an art of interpretation. Examines the things sex, literature, and interpretation might have to say to one another; particularly close attention paid to how psychoanalytic reading has developed as a vocabulary for describing the enlivening errancies

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of literary artifacts. Writers likely to include Freud, James, Cather, Larsen, Baldwin, Roth, and others. (Same as **Gay and Lesbian Studies 200 {2010}**.)

Prerequisite: One first-year seminar or 100-level course in English.

### Advanced Courses in English and American Literature

**201 {2100} c. Chaucer: *The Canterbury Tales*.** Every other year. Fall 2012. Megan Cook.

Learn Middle English and enjoy and analyze a wide selection of the stories told on Chaucer's great literary road trip. Includes a focus on medieval history, material culture, literary backgrounds, social codes, and social conflicts. Attention given to trends in Chaucer studies.

Prerequisite: One first-year seminar or 100-level course in English.

*Note:* This course fulfills the pre-1800 literature requirement for English majors.

**202 {2106} c. Chaucer: *Epic and Romance*.** Spring 2013. Megan Cook.

Explores the writings of fourteenth-century poet Geoffrey Chaucer, excluding *The Canterbury Tales*. Focuses on *Troilus and Criseyde*, Chaucer's epic tale of doomed love in the shadow of the Trojan War, and on his strange and often enigmatic dream visions. In between, considers his work across a wide variety of genres, including scientific writing, philosophy, and courtly lyric. Uses secondary sources to develop an understanding of Chaucer as a late medieval author, and analyzes the power of medieval vernacular literature to shock, instruct, and transform its audience. Neither prior experience with Middle English nor **English 201 (Chaucer: *The Canterbury Tales*)** is required.

Prerequisite: One first-year seminar or 100-level course in English.

*Note:* This course fulfills the pre-1800 literature requirement for English majors.

**209 {2653} c. Interracial Narratives.** Fall 2012. Guy Mark Foster.

Examines the stories that Americans have told about intimate relationships that cross the color line in twentieth- and twenty-first-century imaginative and theoretical texts. Considers how these stories have differed according to whether the participants are heterosexual or homosexual, men or women, Black, White, Asian, Latino, or indigenous. Explores the impact historically changing notions of race, gender, sexuality, and U.S. citizenship have had on the production of these stories. Texts will include literature, film, Internet dating sites, and contemporary debates around mixed-race identity and the United States census. (Same as **Africana Studies 205 {2653}**, **Gay and Lesbian Studies 265 {2653}**, and **Gender and Women's Studies 283 {2283}**.)

Prerequisite: One first-year seminar or 100-level course in English.

**210 {2150} c. Shakespeare's Comedies and Romances.** Every other year. Spring 2014. William Watterson.

Examines *A Midsummer Night's Dream*, *The Merchant of Venice*, *Twelfth Night*, *As You Like It*, *The Winter's Tale*, and *The Tempest* in light of Renaissance genre theory. (Same as **Theater 210 {2810}**.)

Prerequisite: One first-year seminar or 100-level course in English.

*Note:* This course fulfills the pre-1800 literature requirement for English majors.

**211 {2151} c. Shakespeare's Tragedies and Roman Plays.** Fall 2012. William Watterson.

Examines *Hamlet*, *Othello*, *Macbeth*, *King Lear*, *Julius Caesar*, *Antony and Cleopatra*, and *Coriolanus* in light of recent critical thought. Special attention is given to psychoanalysis, new historicism, and

genre theory. (Same as **Theater 211 {2811}**.)

Prerequisite: One first-year seminar or 100-level course in English.

*Note:* This course fulfills the pre-1800 literature requirement for English majors.

**212 {2152} c. Shakespeare's History Plays.** Every other year. Fall 2013. William Watterson.

Explores the relationship of *Richard III*, *2 Henry VI*, and the second tetralogy (*Richard II*, the two parts of *Henry IV* and *Henry V*) to the genre of English chronicle play that flourished in the 1580s and 1590s. Readings in primary sources (More, Hall, and Holinshed) are supplemented by readings of critics (Tillyard, Kelly, Siegel, Greenblatt, Goldberg, etc.) concerned with locating Shakespeare's own orientation toward questions of history and historical meaning. Regular screenings of BBC productions. (Same as **Theater 212 {2812}**.)

Prerequisite: One first-year seminar or 100-level course in English.

*Note:* This course fulfills the pre-1800 literature requirement for English majors.

**214 {2850} c - VPA. Playwriting.** Fall 2013. The Department.

A writing workshop for contemporary performance that includes introductory exercises in writing dialogue, scenes, and solo performance texts, then moves to the writing (and rewriting) of a short play. Students read plays and performance scripts, considering how writers use image, action, speech, and silence; how they structure plays and performance pieces; and how they approach character and plot. (Same as **Theater 260 {2401}**.)

Prerequisite: One 100-level course in theater or dance or permission of the instructor.

**229 {2290} c. Milton.** Every other year. Fall 2013. Ann Kibbie.

A critical study of Milton's major works in poetry and prose, with special emphasis on *Paradise Lost*.

Prerequisite: One first-year seminar or 100-level course in English.

*Note:* This course fulfills the pre-1800 literature requirement for English majors.

**230 {2300} c. Theater and Theatricality in the Restoration and the Eighteenth Century.** Every other year. Fall 2013. Ann Kibbie.

An overview of the development of the theater from the reopening of the playhouses in 1660 to the end of the eighteenth century, with special emphasis on the emergence of new dramatic modes such as Restoration comedy, heroic tragedy, "she-tragedy," sentimental comedy, and opera. Other topics include the legacy of Puritan anxieties about theatricality; the introduction of actresses on the professional stage; adaptations of Shakespeare on the Restoration and eighteenth-century stage; other sites of public performance, such as the masquerade and the scaffold; and the representation of theatricality in the eighteenth-century novel. (Same as **Theater 230 {2830}**.)

Prerequisite: One first-year seminar or 100-level course in English.

*Note:* This course fulfills the pre-1800 literature requirement for English majors.

**232 {2302} c. Women and the Eighteenth-Century Novel.** Every other year. Spring 2014. Ann Kibbie.

Explores how women are represented in eighteenth-century fiction and the impact of women readers and women writers on the development of the novel. Authors include

## COURSES OF INSTRUCTION

Daniel Defoe, Samuel Richardson, Frances Burney, and Jane Austen. (Same as **Gender and Women's Studies 239 {2240}**.)

Prerequisite: One first-year seminar or 100-level course in English or gender and women's studies.

*Note:* This course fulfills the pre-1800 literature requirement for English majors.

**233 {2703} c - ESD. Transatlantic Crossings.** Fall 2012. Terri Nickel.

Traces the circulation of narratives at the height of Britain's colonial power in the Americas. Situates such literary commerce alongside the larger exchange of people and goods and focuses on the fluctuating nature of national, racial, and sexual identities in the circum-Atlantic world. Explores how literary texts attempted, and often failed, to sustain "Englishness" in the face of separation, revolution, or insurrection. Of special interest are figures who move across the Atlantic divide and exploit the possibility of multiple roles—sailors, pirates, freed or escaped slaves, female soldiers. Texts may include *General History of the Pirates*; *The Woman of Colour*; *Moll Flanders*; *The History of Emily Montague*; *Obi, or the History of Three-Fingered Jack*; *The Interesting Narrative of the Life of Olaudah Equiano*; the *Journals* of Janet Schaw; *The History of Mary Prince*; *The Female American*. (Same as **Africana Studies 234 {2703}** and **Gender and Women's Studies 232 {2232}**.)

Prerequisite: One first-year seminar or 100-level course in English.

*Note:* This course fulfills the pre-1800 literature requirement for English majors.

**234 {2303} c. Loves of the Plants: Botany and Desire in the Eighteenth Century.** Spring 2013. Terri Nickel.

Invasive foreigners, licentious women, polygamous tribes, hermaphrodites—these were some of the personae eighteenth-century men and women imagined in their encounters with plants. Explores how the introduction of new flora collected through global exploration and Linnaeus's invention of sexual taxonomy reshaped eighteenth-century aesthetic practices, including poetry, fiction, art, and garden design. Traces how writers of the era mapped cultural ideas about nationality, sex, and gender onto the natural world. Authors may include Marvell, Addison, Pope, Cowper, Colman, Garrick, Erasmus Darwin, Shenstone, Delany, Hannah More, Sarah Scott, Walpole, and Austen. (Same as **Environmental Studies 239 {2439}** and **Gay and Lesbian Studies 240 {2400}**.)

Prerequisite: One first-year seminar or 100-level course in English.

*Note:* This course fulfills the pre-1800 literature requirement for English majors.

**238 {2352} c. Natural Supernaturalism.** Fall 2012. David Collings.

Examines the Romantic attempt to blend aspects of the transcendental—such as the sublime, immortality, and divinity—with ordinary life, the forms of nature, and the resources of human consciousness. Discusses theories of the sublime, poetry of the English landscape, mountaintop experiences, tales of transfiguration, lyrics of loss, and encounters with otherworldly figures. Explores the difficulties of representing the transcendental in secular poetry and the consequences of natural supernaturalism for our own understanding of nature. Focuses on the poetry of Wordsworth and Coleridge, alongside writing by Burke, Kant, and Shelley. (Same as **Environmental Studies 238 {2438}**.)

Prerequisite: One first-year seminar or 100-level course in English or environmental studies.



**244 {2404} c. Victorian Crime.** Fall 2012. Aviva Briefel.

Investigates literary representations of criminality in Victorian England. Of central concern is the construction of social deviancy and criminal types; images of disciplinary figures, structures, and institutions; and the relationship between generic categories (the detective story, the Gothic tale, the sensation novel) and the period's preoccupation with transgressive behavior and crime. Authors may include Braddon, Collins, Dickens, Doyle, Stevenson, and Wells. (Same as **Gay and Lesbian Studies 244 {2404}** and **Gender and Women's Studies 244 {2244}**.)

Prerequisite: One first-year seminar or 100-level course in English or gender and women's studies, or **Gay and Lesbian Studies 201**.

**245 {2451} c. Modernism/Modernity.** Every other year. Fall 2013. Marilyn Reizbaum.

Examines the cruxes of the "modern," and the term's shift into a conceptual category rather than a temporal designation. Although not confined to a particular national or generic rubric, takes British works as a focus. Organized by movements or critical formations of the modern, i.e., modernisms, psychoanalysis, postmodernism, cultural critique. Readings of critical literature in conjunction with primary texts. Authors/directors/works may include T. S. Eliot, Joyce's *Dubliners*, Lawrence's *Sons and Lovers*, Sontag's *On Photography*, W. G. Sebald's *The Natural History of Destruction*, Ian McEwan's *Enduring Love*, Stevie Smith, Kureishi's *My Son the Fanatic*, and Coetzee's *Disgrace*. (Same as **Gay and Lesbian Studies 245 {2451}** and **Gender and Women's Studies 247 {2247}**.)

Prerequisite: One first-year seminar or 100-level course in English, gay and lesbian studies, or gender and women's studies.

**246 {2452} c. Modern Drama and Performance.** Spring 2013. Marilyn Reizbaum.

Examines dramatic trends of the modern period, beginning with a triumvirate of modern dramatists—Henrik Ibsen, Bertolt Brecht, and Samuel Beckett—and draws lines from their work in drama of ideas, epic theatre, and absurdism to developments in the dramatic arts through the modern period into the twenty-first century. Includes plays by Lorraine Hansberry, Caryl Churchill, and Martin McDonagh. Readings staged. (Same as **Gender and Women's Studies 262 {2262}** and **Theater 246 {2846}**.)

Prerequisite: One first-year seminar or 100-level course in English or gender and women's studies.

**248 {2454} c. The Modern Novel.** Every other year. Spring 2014. Marilyn Reizbaum.

A study of the modern impulse in the novel genre in English. Considers origins of the modern novel and developments such as modernism, postmodernism, realism, formalism, impressionism, the rise of short fiction. Focuses on individual or groups of authors and takes into account theories of the novel, narrative theory, critical contexts. Topics shift and may include Philip Roth, Henry Roth, Virginia Woolf, James Joyce, Rebecca West, Dorothy Richardson, Lorrie Moore, Ford Madox Ford, J. M. Coetzee, W. G. Sebald, F. Scott Fitzgerald, John Banville, Ian Watt, Peter Brook, and Franco Moretti.

Prerequisite: One first-year seminar or 100-level course in English.

**251 {2501} c. The American Renaissance.** Spring 2013. Peter Coviello.

Considers the extraordinary quickening of American writing in the years before the Civil War. Of central concern are the different visions of "America" these texts propose. Authors

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may include Emerson, Poe, Douglass, Hawthorne, Jacobs, Melville, Stowe, Dickinson, and Whitman.

Prerequisite: One first-year seminar or 100-level course in English.

*Note:* This course fulfills the literature of the Americas requirement for English majors.

**252 {2503} c. Empire of Feeling.** Every other year. Fall 2014. Peter Coviello.

A study of the relations between sentiment and belonging across the American nineteenth century. Considers how a language of impassioned feeling promised to consolidate a nation often bitterly divided, and some of the problems with that promise. Centers on a reading of Harriet Beecher Stowe's *Uncle Tom's Cabin*. Other authors may include Jefferson, Wheatley, Melville, Hawthorne, Wilson, and Du Bois. (Same as **Africana Studies 277 {2503}** and **Gender and Women's Studies 252 {2518}**.)

Prerequisite: One first-year seminar or 100-level course in English, Africana studies, or gender and women's studies.

*Note:* This course fulfills the literature of the Americas requirement for English majors.

**253 {2540} c. Topics in Twentieth-Century American Literature.** Spring 2013. Celeste Goodridge.

Authors may include Wharton, Cather, Hemingway, Fitzgerald, Nella Larsen, and Faulkner. Considers how these authors both reflect and subvert the dominant ideologies of the period.

Prerequisite: One first-year seminar or 100-level course in English.

*Note:* This course fulfills the literature of the Americas requirement for English majors.

**258 {2580} c - ESD. Reconstructing the Nation.** Fall 2012. Tess Chakkalakal.

Introduces students to American literature written between 1865 and 1910. Exploring a period marked by the end of the Civil War, Reconstruction, the "New" South, and Jim Crow, students engage with these historical developments through a reading of a wide range of novels, short stories, poems, and plays that take up political tensions between the North and South as well as questions of regional, racial, and national identity. Works by George Washington Cable, Charles Chesnutt, Lydia Maria Child, Sarah Orne Jewett, Mark Twain, Sutton E. Griggs, Emily Dickinson, Paul Laurence Dunbar, Henry James, Theodore Dreiser, and Frank Norris constitute the "major" literary voices of the period, but also examines a number of "minor" works that are similarly, but perhaps more narrowly, concerned with questions of race and nation. (Same as **Africana Studies 258 {2580}**.)

Prerequisite: One first-year seminar or 100-level course in English or Africana studies.

*Note:* This course fulfills the literature of the Americas requirement for English majors.

**260 {2650} c. (Re)Writing Black Masculinities.** Spring 2013. Guy Mark Foster.

In 1845, Frederick Douglass told his white readers: "You have seen how a man was made a slave; you shall see how a slave was made a man." This simple statement effectively describes the enduring paradox of African American male identity: although black and white males share a genital sameness, until the nation elected its first African American president the former has inhabited a culturally subjugated gender identity in a society premised on both white supremacy and patriarchy. But Douglass's statement also suggests that black maleness is a discursive construction, i.e., that it changes over time. If this is so, how does it change? What are the modes of its production and how have black men over time operated as agents in reshaping their won masculinities? Reading a range of literary and cultural texts, both past and present,

students examine the myriad ramifications of, and creative response to, this ongoing challenge. (Same as **Africana Studies 260 {2650}** and **Gender and Women's Studies 260 {2260}**.)

Prerequisite: One first-year seminar or 100-level course in English, Africana studies, or gender and women's studies.

*Note:* This course fulfills the literature of the Americas requirement for English majors.

**261 {2600} c. African American Poetry.** Spring 2013. Elizabeth Muther.

African American poetry as counter-memory—from Wheatley to the present—with a focus on oral traditions, activist literary discourses, trauma and healing, and productive communities. Special emphasis on the past century: dialect and masking; the Harlem Renaissance; Brown, Brooks and Hayden at mid-century; the Black Arts Movement; black feminism; and contemporary voices. (Same as **Africana Studies 261 {2600}**.)

Prerequisite: One first-year seminar or 100-level course in English or Africana studies.

*Note:* This course fulfills the literature of the Americas requirement for English majors.

**264 {2583} c. Literature of the Civil War Era.** Spring 2013. Tess Chakkalakal.

Examines literature published in the United States between 1861 and 1865, with particular emphasis on the wartime writings of Louisa May Alcott, William Wells Brown, Frederick Douglass, William Gilmore Simms, Herman Melville, and Walt Whitman. Students also consider writings of less well-known writers of the period found in popular magazines such as *Harper's Monthly*, *The Atlantic Monthly*, *The Southern Illustrated News*, and *Frank Leslie's Illustrated Newspaper*. (Same as **Africana Studies 283 {2583}**.)

Prerequisite: One first-year seminar or 100-level course in English.

*Note:* This course fulfills the literature of the Americas requirement for English majors.

**273 {2752} c - ESD, IP. Writing China from Afar.** Fall 2012. Belinda Kong.

The telling of a nation's history is often the concern not only of historical writings but also literary ones. Examines contemporary diaspora literature on three shaping moments of twentieth-century China: the Second Sino-Japanese War (1937–1945), the Cultural Revolution (1966–1976), and the 1989 Tiananmen democracy movement and massacre. Focuses on authors born and raised in China but since dispersed into various Western locales, particularly the United States, England, and France. Critical issues include the role of the Chinese diaspora in the historiography of World War II, particularly the Nanjing Massacre; the functions and hazards of Chinese exilic literature, such as the genre of Cultural Revolution memoirs, in Western markets today; and more generally, the relationship between history, literature, and the cultural politics of diasporic representations of origin. Authors may include Shan Sa, Dai Sijie, Hong Ying, Yan Geling, Zheng Yi, Yiyun Li, Gao Xingjian, Ha Jin, Annie Wang, and Ma Jian. (Same as **Asian Studies 212 {2050}**.)

Prerequisite: One first-year seminar or 100-level course in English, or one course in Asian studies.

**274 {2753} c - ESD, IP. Asian Diaspora Literature of World War II.** Spring 2013. Belinda Kong.

Focuses on World War II as a global moment when modernity's two sides, its dreams and nightmares, collided. Emphasis on contemporary Asian diaspora Anglophone fiction that probes the exclusions and failures of nation and empire—foundational categories of modernity—from both Western and Asian perspectives. On the one hand, World War II

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marks prominently the plurality of modernities in our world: as certain nations and imperial powers entered into their twilight years, others were just emerging. At the same time, World War II reveals how such grand projects of modernity as national consolidation, ethnic unification, and imperial expansion have led to consequences that include colonialism, internment camps, the atom bomb, sexual slavery, genocide, and the widespread displacement of peoples that inaugurates diasporas. Diaspora literature thus constitutes one significant focal point where modernity may be critically interrogated. (Same as **Asian Studies 216 {2802}.**)

Prerequisite: One first-year seminar or 100-level course in English, or one course in Asian studies.

### **278 {2801} c - VPA. Of Comics and Culture.** Fall 2012. Elizabeth Muther.

An introduction to comics, graphic narratives, and “sequential art.” Explores elements of the history of the comics—especially in a United States cultural context—while examining the formal dimensions of this hybrid art. Considers the cultural functions of this work in theoretical terms, as well as the sociology of its reception. Examines comics as personal narrative, social criticism, political commentary, fantasy, and science fiction, among other modes. Special focus on the functions of humor, irony, pathos, and outrage, as deployed in historical and contemporary comic forms.

Prerequisite: One first-year seminar or 100-level course in English.

### **282 {2841} c. Introduction to Literary and Cultural Theory.** Spring 2013. Marilyn Reizbaum.

Considers the development of literary theory in the twentieth century and explores a range of critical methodologies that enhance our understanding of literature and allow us to question some assumptions about literary authorship, textual production, and the reading experience. Without privileging any particular critical paradigm, engages modes of interpretation associated with Marxism, feminism, psychoanalysis, poststructuralism, and cultural studies. Representative literary works read, less to label them as responsive to one or another theoretical paradigm than to consider how they “speak theory” in their own right. Authors of such works include Shakespeare, Edgar Allan Poe, James Joyce, Carol Ann Duffy, Woody Allen.

Prerequisite: One first-year seminar or 100-level course in English, Africana studies, or gender and women’s studies; or **Gay and Lesbian Studies 201.**

### **283 {2800} c - ESD. Writing Muslim Women’s Lives: Western Muslim Women’s Writing Post-9/11.** Spring 2013. Samaa Abdurraqib.

Focuses on Muslim women in the West writing literature in a post-9/11 world. In particular, considers the connections between Western curiosity about Muslim women’s lives and the demand for publications by Western Muslim women. In more recent years, there has been a proliferation of memoirs and personal essays published by Muslim women—the numbers of these personal narratives have eclipsed the fictive narratives and poetry written by Muslim women in the West. Makes connections between the desire to “unveil” Muslim women’s lives and the demand for certain types of narratives written by Muslim women and looks at the different ways these demands open up and/or restrict the types of stories Muslim women can tell. Addresses themes of spirituality, religiosity, sexuality, love, and fiction vs. memoir. (Same as **Gender and Women’s Studies 274 {2274}.**)

### **285 {2701} c - ESD, IP. Global Fiction and “The Great Game.”** Spring 2013. Hilary Thompson.

Examines recent Anglophone global fiction’s return to the “Great Game” metaphor—

originally referring to Britain and Russia's 1813–1907 imperial rivalry over central Asia—now revived in contemporary works that, playing off past genres of espionage and adventure, figure global politics as a competitive game and imagine its space as a playing field. Considers the effects of colonialism, globalization, and 9/11 on this literature as well as, conversely, this literature's influence on our perceptions of global politics. Authors may include Rushdie, Ghosh, Norbu, Aslam, Khan, and Shamsie.

Prerequisite: One first-year seminar or 100-level course in English.

**291–294 {2970–2973} c. Intermediate Independent Study in English.** The Department.

**299 {2999} c. Intermediate Collaborative Study in English.** The Department.

**300–350. Advanced Literary Study.** Every year.

English 300-level courses are advanced seminars; students who take them are normally English majors. Their content and perspective varies—the emphasis may be thematic, historical, generic, biographical, etc. All require extensive reading in primary and collateral materials.

**308 {3011}. African American Film.** Fall 2012. Elizabeth Muther.

Explores a spectrum of films produced since 1950 that engage African American cultural experience. Topics may include black-white buddy movies, the L.A. Rebellion, blaxploitation, the hood genre, cult classics, comedy and cross-dressing, and romance dramas. Of special interest will be the politics of interpretation and control: writers, directors, producers, studios, actors, critics, and audiences. One-half credit. (Same as **Africana Studies 308 {3011}**.)

*Note:* This course does **not** fulfill a requirement for the major in English.

**309 {3012} c. Cosmopolitanism and Creaturely Life.** Fall 2012. Hilary Thompson.

An exploration of the ways contemporary planetary consciousness has influenced conceptions of the human and the animal, as well as their supposed difference. Examines, in light of modern and current world literature, new models for both the exemplary world citizen and human species identity. Investigates to what extent, and by what creative means, reconsiderations of humans' impact on the planet and place in the world are recorded in narratives of other creatures and the perceptual possibilities of their worlds. Texts may include fiction by Kafka, Rilke, Borges, Woolf, Murakami, and Sinha, as well as the philosophies of Uexküll, Heidegger, Derrida, Latour, and Agamben.

Prerequisite: One 200-level course in English.

**316 {3000} c. Shakespeare's Sonnets.** Spring 2013. William Watterson.

Close reading of Shakespeare's 154 sonnets and the appended narrative poem "A Lover's Complaint," which accompanies them in the editio princeps of 1609. Required texts include the New Arden edition of *Shakespeare's Sonnets* (1997) edited by Katherine Duncan-Jones, and Helen Vendler's *The Art of Shakespeare's Sonnets* (1998). Critical issues examined include the dating of the sonnets, the order in which they appear, their rhetorical and architectural strategies, and their historical and autobiographical content. (Same as **Gay and Lesbian Studies 316 {3000}**.)

Prerequisite: One 200-level course in English or gay and lesbian studies, or permission of the instructor.

*Note:* This course fulfills the pre-1800 literature requirement for English majors.

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**318 {3018} c. Oscar Wilde.** Spring 2013. Aviva Briefel.

An in-depth study of Wilde's fiction, poetry, drama, and critical essays within the context of *fin-de-siècle* British culture. Topics include decadence, aestheticism, dandyism, queer performance, and the Wilde trials. Also examines Wilde's position within current literary criticism. (Same as **Gay and Lesbian Studies 318 {3018}**.)

Prerequisite: One 200-level course in English or gay and lesbian studies, or permission of the instructor.

**323 {3002} c. The Joyce Revolution.** Fall 2012. Marilyn Reizbaum.

An examination of James Joyce's signal contributions to modern writing and critical theories. Reading includes the major works (*Dubliners*, *Portrait of the Artist as a Young Man*, *Ulysses*), essays by Joyce, and writings by others who testify to the Joyce mystique: e.g., Oliver St. John Gogarty, T. S. Eliot, Virginia Woolf, Jacques Derrida, Seamus Heaney, Maud Ellmann.

Prerequisite: One 200-level course in English or permission of the instructor.

**346 {3017} c. Living Deliberately.** Spring 2013. David Collings.

Explores a range of possibilities for taking up Thoreau's challenge to "live deliberately," for cultivating an ethics in a world without guarantees. Examines various projects for grasping the essential conditions of existence, overcoming ignorance and despair, assuming an infinite responsibility to others, and sustaining the human against impossible odds. Considers the place of such projects in relation to the negative ethics of crime or addiction, the dubious implications of ethical heroism, the intimate risks of political commitment, and the potential loss of a viable future in the era of climate change. Drawing on novels, memoirs, ecological writing, theories of sexual practice, and philosophical ethics, considers such authors as Thoreau, Forster, Genet, Gordimer, Sapphire, Anita Desai, Kidder, and McKibben, as well as Nietzsche, Levinas, Foucault, Derrida, Halperin, Zizek, and Soni.

Prerequisite: One 200-level course in English or permission of the instructor.

**401–404 {4000–4003} c. Advanced Independent Study and Honors in English.** The Department.

**405 {4029} c. Advanced Collaborative Study in English.** The Department.

## ENVIRONMENTAL STUDIES

John Lichter, *Program Director*

Eileen Sylvan Johnson, *Program Manager*; Rosemary Armstrong, *Program Assistant*

*Professor:* Dharni Vasudevan (Chemistry)

*Associate Professors:* Philip Camill† (Earth and Oceanographic Science), Matthew Klinge\*\* (History), John Lichter (Biology), Lawrence H. Simon (Philosophy)

*Assistant Professor:* Connie Y. Chiang† (History)

*Senior Lecturer:* Jill E. Pearlman

*Lecturers:* DeWitt John (Government), Eileen Sylvan Johnson, Kara Wooldrik

*Contributing Faculty:* Mark O. Battle, David Collings, Jonathan Combs-Schilling, Vladimir Douhovnikoff, Damon P. Gannon, Laura A. Henry, Guillermo Herrera, Amy S. Johnson†, Susan A. Kaplan, Edward P. Laine†, Peter D. Lea†, Barry Logan, Sarah F. McMahon, Erik Nelson, W. Thomas Okie, Nancy E. Riley\*\*, Collin Roesler, Allen L. Springer, Anthony Walton, Allen Wells†, Nathaniel T. Wheelwright, Enrique Yepes†

### Requirements for the Coordinate Major in Environmental Studies (ES)

Among Bowdoin's major programs, the coordinate major is unique to the Environmental Studies Program. An environmental studies major must also have a disciplinary major, either in a departmental major such as biology, economics, history, etc., or in a program major such as Asian studies, gender and women's studies, etc. Courses taken to satisfy the College's distribution requirements or to fulfill the requirements of the second major may be double-counted toward the environmental studies major requirements, except as noted. A grade of C- or better must be earned in a course to fulfill the major requirement.

Completion of the ES major requires the following courses:

1. Introductory, interdisciplinary course: **ES 101 Introduction to Environmental Studies**, preferably taken as a first-year student.
2. One 100-level or higher course in biology, chemistry, earth and oceanographic science, or physics.
3. One environmental science course: **ES 201 Perspectives in Environmental Science** (same as **Biology 158** and **Chemistry 105**).
4. One environmental social science course chosen from: **ES 207** (same as **Government 207**); **218** (same as **Economics 218**); **228** (same as **Economics 228**); **236** (same as **Government 235**); **240**; **263** (same as **Government 263**); **264** (same as **Government 264**); or **272** (same as **Anthropology 272**). Please check the Environmental Studies Program website for current courses satisfying this requirement.
5. One environmental humanities course: **ES 203 Environment and Culture in North American History** (same as **History 242**).
6. One senior seminar: A culminating course that provides an opportunity for exploration of a topic or a senior capstone course experience of one semester is required of majors. Such courses are multidisciplinary, studying a topic from at least two areas of the curriculum. It is preferable to take this course during the senior year. Please check on the Environmental Studies Program website for an updated list of courses satisfying this requirement.
7. Beyond the core courses, students must choose a concentration (listed below):



**ES Disciplinary Concentrations:** For this option, ES coordinate majors must take three 100-level or above courses within one of the following concentrations:

—for **History, Landscape, Values, Ethics, and the Environment**, students choose from ES humanities courses designated with a “c”

—for **Environmental Economics and Policy**, students choose ES social science courses designated with a “b”

—for the **Interdisciplinary Environmental Science Concentration**, students choose ES natural science courses designated with an “a” (in addition, **Chemistry 210 Chemical Analysis** and **Chemistry 240 Inorganic Chemistry** count toward this concentration). ES majors are strongly advised to take one of the ES science courses outside of their departmental requirements. ES science majors should consult with their ES science advisor in identifying a science course outside their major.

**Student-designed Environmental Studies Concentration:** Students majoring in ES have the option of designing their own concentration consisting of three courses in addition to the core courses and senior seminars. Student-designed concentrations are particularly appropriate for students interested in exploring environmental issues from a cross-divisional perspective. Students must submit a self-designed concentration form (available from the program), explaining their plan of study to the program director by the first week of the first semester of the junior year, listing the three ES courses proposed, and explaining how the courses are related to the issue of interest to the student. Proposals must be approved by the program director.

## Requirements for the Minor in Environmental Studies

The minor consists of five courses: **Environmental Studies 101**; two courses at the 200 level or higher, one of which should be outside a student’s departmental major; and two core courses in the disciplinary area as specified below. Courses taken to satisfy the College’s distribution requirements or to fulfill the requirements of the second major may be double-counted toward the environmental studies minor requirements, except as noted. A grade of C- or better must be earned in a course to fulfill the minor requirement.

—for *natural science majors*: **ES 203 Environment and Culture in North American History** (same as **History 242**) and one social science course from the following: **ES 207** (same as **Government 207**); **218** (same as **Economics 218**); **228** (same as **Economics 228**); **236** (same as **Government 235**); **240**; **263** (same as **Government 263**); **264** (same as **Government 264**); or **272** (same as **Anthropology 272**).

—for *social science majors*: **ES 201 Perspectives in Environmental Science** (same as **Biology 158** and **Chemistry 105**) and **ES 203 Environment and Culture in North American History** (same as **History 242**).

—for *humanities majors*: **ES 201 Perspectives in Environmental Science** (same as **Biology 158** and **Chemistry 105**), and one social science course from the following: **ES 207** (same as **Government 207**); **218** (same as **Economics 218**); **228** (same as **Economics 228**); **236** (same as **Government 235**); **240**; **263** (same as **Government 263**); **264** (same as **Government 264**); or **272** (same as **Anthropology 272**).



## First-Year Seminars

For a full description of first-year seminars, see pages 155–167.

[12 {1012} c. **Campus: Architecture and Education in the American College, 1800–2000.**]

## Introductory, Intermediate, and Advanced Courses

[81 {1081} a - INS. **Physics of the Environment.** (Same as **Physics 81 {1081}**.)]

**101 {1101}. Introduction to Environmental Studies.** Every fall. DeWitt John, John Lichter, and Lawrence Simon.

An interdisciplinary introduction from the perspectives of the natural sciences, the social sciences, and moral philosophy to the variety of environmental problems confronting us today. Provides an overview of the state of scientific knowledge about major environmental problems, both global and regional, an analysis of the ethical problems they pose, potential responses of governments and individuals, and an exploration of both the successes and the inadequacies of environmental policy. Topics include air pollution, fisheries, and chemicals ecosystems as well as global population, climate change, energy, and sustainability.

**102 {1102} a - INS. Oceanography.** Every spring. Spring 2013. Collin Roesler.

The fundamentals of geological, physical, chemical, and biological oceanography: tectonic evolution of the ocean basins; sedimentation as a record of ocean history; global ocean circulation, waves, and tides; chemical cycles; ocean ecosystems and productivity; and the oceans' role in climate change. Weekly labs and field trips demonstrate these principles in the setting of Casco Bay and the Gulf of Maine. Students complete a field-based research project on coastal oceanography. (Same as **Earth and Oceanographic Science 102 {1505}**.)

**104 {1104} a - MCSR, INS. Environmental Geology and Hydrology.** Spring 2014. Gabrielle David.

An introduction to aspects of geology and hydrology that affect the environment and land use. Topics include lakes, watersheds and surface-water quality, groundwater contamination, coastal erosion, and landslides. Weekly labs and field trips examine local environmental problems affecting Maine's rivers, lakes, and coast. Students complete a community-based research project on Maine water quality. Formerly **Geology 100** (same as **Environmental Studies 100**). (Same as **Earth and Oceanographic Science 104 {1305}**.)

**105 {1515} a - INS. Oceanography of the Gulf of Maine.** Fall 2012. Nicholas Record.

The Gulf of Maine is in many ways a microcosm of the North Atlantic. It lies at the intersection of subpolar and subtropical seas, has a wide variety of coastal habitats, ecosystems, and morphologies, and historically has supported productive fisheries. Introduction to the fundamentals of geological, physical, chemical, and biological oceanography, using the Gulf of Maine as a natural laboratory. Weekly labs apply the principles in the coastal Gulf of Maine. (Same as **Earth and Oceanographic Studies 105 {1515}**.)

**154 {1154} a - INS. Ecology of the Gulf of Maine and Bay of Fundy.** Fall 2012. Damon Gannon.

The Gulf of Maine/Bay of Fundy system is a semi-enclosed sea bordered by three U.S. states and two Canadian provinces. It supports some of the world's most productive fisheries and played a key role in European colonization of North America. Investigates how the species found in this body of water interact with each other and with the abiotic components of

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their environment. Topics include natural history; geological and physical oceanography; characteristics of major habitats; biology of macroinvertebrates, fishes, seabirds, and marine mammals; biogeography; food webs; and fisheries biology. Examines how human activities such as fishing, aquaculture, shipping, and coastal development affect the ecology of the region. Includes lectures, discussions of the primary literature, and field excursions. (Same as **Biology 154 {1154}**.)

Prerequisite: One of the following: **Biology 102** or **109**, **Environmental Studies 101** or **102** (same as **Earth and Oceanographic Science 102**).

**200 {2221} a. Biogeochemistry: An Analysis of Global Change.** Every fall. Michèle LaVigne.

Understanding global change requires knowing how the biosphere, geosphere, oceans, ice, and atmosphere interact. An introduction to earth system science, emphasizing the critical interplay between the physical and living worlds. Key processes include energy flow and material cycles, soil development, primary production and decomposition, microbial ecology and nutrient transformations, and the evolution of life on geochemical cycles in deep time. Terrestrial, wetland, lake, river, estuary, and marine systems are analyzed comparatively. Applied issues are emphasized as case studies, including energy efficiency of food production, acid rain impacts on forests and aquatic systems, forest clearcutting, wetland delineation, eutrophication of coastal estuaries, ocean fertilization, and global carbon sinks. Lectures and three hours of laboratory or fieldwork per week. (Same as **Earth and Oceanographic Science 200 {2005}**.)

Prerequisite: One of the following: **Earth and Oceanographic Science 101, 102** (same as **Environmental Studies 102**), **103** (same as **Environmental Studies 103**), **104** (same as **Environmental Studies 104**) [formerly **Geology 100** (same as **Environmental Studies 100**)], or **105** (same as **Environmental Studies 105**); **Biology 102** or **109**; or **Chemistry 102** or **109**.

**201 {2201} a - MCSR, INS. Perspectives in Environmental Science.** Every spring. Spring 2013. John Lichter and Dharni Vasudevan.

Functioning of the earth system is defined by the complex and fascinating interaction of processes within and between four principal spheres: land, air, water, and life. Leverages key principles of environmental chemistry and ecology to unravel the intricate connectedness of natural phenomena and ecosystem function. Fundamental biological and chemical concepts are used to understand the science behind the environmental dilemmas facing societies as a consequence of human activities. Laboratory sessions consist of local field trips, laboratory experiments, group research, case study exercises, and discussions of current and classic scientific literature. (Same as **Biology 158 {1158}** and **Chemistry 105 {1105}**.)

Prerequisite: One 100-level or higher course in biology, chemistry, earth and oceanographic science, or physics.

**203 {2403} c - ESD. Environment and Culture in North American History.** Every spring. Spring 2013. W. Thomas Okie.

Explores relationships between ideas of nature, human transformations of the environment, and the effect of the physical environment upon humans through time in North America. Topics include the “Columbian exchange” and colonialism; links between ecological change and race, class, and gender relations; the role of science and technology; literary and artistic perspectives of “nature”; agriculture, industrialization, and urbanization; and the rise of modern environmentalism. (Same as **History 242 {2182}**.)

Prerequisite: **Environmental Studies 101** or permission of the instructor.

**204 {2004} a. Introduction to Geographic Information Systems.** Every year. Fall 2012. Eileen Johnson.

Geographical information systems (GIS) organize and store spatial information for geographical presentation and analysis. They allow rapid development of high quality maps, and enable powerful and sophisticated investigation of spatial patterns and interrelationships. Introduces concepts of cartography, database management, remote sensing, and spatial analysis. The productive use of GIS technology in the physical and social sciences, environmental management, and regional planning is investigated through a variety of applied exercises and problems culminating in a semester project that addresses a specific environmental application.

**205 {2250} a - INS. Earth, Ocean, and Society.** Every spring. Spring 2013. Emily Peterman.

Explores the historical, current, and future demands of society on the natural resources of the earth and the ocean. Discusses the formation and extraction of salt, gold, diamonds, rare earth elements, coal, oil, natural gas, and renewable energies (e.g., tidal, geothermal, solar, wind). Examines how policies for these resources are written and revised to reflect changing societal values. Students complete a research project that explores the intersection of natural resources and society. (Same as **Earth and Oceanographic Science 205 {2020}**.)

Prerequisite: One of the following: **Earth and Oceanographic Science 101, 102** (same as **Environmental Studies 102**), **104** (same as **Environmental Studies 104**) [formerly **Geology 100** (same as **Environmental Studies 100**)], **105** (same as **Environmental Studies 105**), or **200** (same as **Environmental Studies 200**).

**207 {2301} b. Building Healthy Communities.** Spring 2014. DeWitt John.

Examines efforts by communities and regions to build strong local economies, safeguard important environmental values, protect public health, and address issues of economic and social justice. In many communities, metropolitan areas, and rural regions, state and local government officials work with other leaders to set ambitious goals for economic and environmental sustainability and to develop specific plans for sustainable development. These efforts cross political, institutional, and sectoral barriers, thus challenging and sometimes reshaping state and local politics as well as American federalism. Examines how local leaders can work in complex settings to set goals and mobilize federal, private, and nonprofit resources to achieve specific, cross-cutting objectives. (Same as **Government 207 {2900}**.)

Prerequisite: One course in environmental studies or government.

**209 {2422} c. Food and Power in American History.** Fall 2012. W. Thomas Okie.

Seminar. The social, cultural, and environmental history of food production and consumption in America since the colonial era, with a focus on the rise of the “industrial” food system in the twentieth century. Topics include class/gender/race in rural landscapes, hunters and poachers, freshness, institutional and convenience foods, the Green Revolution, and the organic and local food movements. (Same as **History 207 {2501}**.)

**210 {2223} a - MCSR, INS. Plant Physiology.** Fall 2012. Samuel H. Taylor.

An introduction to the physiological processes that enable plants to grow under the varied conditions found in nature. General topics discussed include the acquisition, transport, and use of water and mineral nutrients, photosynthetic carbon assimilation, and the influence of environmental and hormonal signals on development and morphology. Adaptation and

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acclimation to extreme environments and other ecophysiological subjects are also discussed. Weekly laboratories reinforce principles discussed in lecture and expose students to modern research techniques. (Same as **Biology 210 {2210}**.)

Prerequisite: **Biology 102** or **109**.

**211 {2205} a - INS. Environmental Chemistry.** Spring 2013. Dharni Vasudevan.

Focuses on two key processes that influence human and wildlife exposure to potentially harmful substances—chemical speciation and transformation. Equilibrium principles as applied to acid-base, complexation, precipitation, and dissolution reactions are used to explore organic and inorganic compound speciation in natural and polluted waters; quantitative approaches are emphasized. Weekly laboratory sections are concerned with the detection and quantification of organic and inorganic compounds in air, water, and soils/sediments. (Same as **Chemistry 205 {2050}** and **Earth and Oceanographic Science 206 {2325}**.)

Prerequisite: **Chemistry 109**.

**215 {2224} a - MCSR, INS. Behavioral Ecology and Population Biology.** Fall 2012. Nathaniel T. Wheelwright.

Study of the behavior of animals and plants, and the interactions between organisms and their environment. Topics include population growth and structure, and the influence of competition, predation, and other factors on the behavior, abundance, and distribution of plants and animals. Laboratory sessions, field trips, and research projects emphasize concepts in ecology, evolution and behavior, research techniques, and the natural history of local plants and animals. Optional field trip to the Bowdoin Scientific Station on Kent Island. (Same as **Biology 215 {2315}**.)

Prerequisite: **Biology 102** or **109**.

**216 {2420} c. Telling Environmental Stories.** Fall 2012. Anthony Walton.

Intended for students with a demonstrated interest in environmental studies, as an introduction to several modes of storytelling, which communicate ideas, historical narratives, personal experiences, and scientific and social issues in this increasingly important area of study and concern. Explores various techniques, challenges, and pleasures of storytelling, and examines some of the demands and responsibilities involved in the conveyance of different types of information with clarity and accuracy in nonfiction narrative. Engages student writing through the workshop method, and includes study of several texts, including *The Control of Nature*, *Cadillac Desert*, *Living Downstream*, and *Field Notes from a Catastrophe*. (Same as **English 213 {2854}**.)

Prerequisite: Permission of the instructor.

**[218 {2302} b - MCSR. Environmental Economics and Policy.** (Same as **Economics 218 {2218}**.)]

**219 {2229} a - MCSR, INS. Biology of Marine Organisms.** Fall 2012. Michael T. Nishizaki.

The study of the biology and ecology of marine mammals, seabirds, fish, intertidal and subtidal invertebrates, algae, and plankton. Also considers the biogeographic consequences of global and local ocean currents on the evolution and ecology of marine organisms. Laboratories, field trips, and research projects emphasize natural history, functional morphology, and ecology.

Lectures and three hours of laboratory or field trip per week. One weekend field trip included. (Same as **Biology 219 {2319}.**)

Prerequisite: **Biology 102** or **109**.

**221 {2334} b. Environmental Sociology.** Fall 2012. Shaun Golding.

Applies sociological insights to investigating the ways that humans shape and are shaped by their ecological surroundings. Introduces theories and concepts for exploring how western society and more specifically contemporary American society interact with nature. Reviews central academic questions, including social constructions of nature and perceptions of ecological risks, and drawing from complementary readings and student-led dialogue, examines in greater depth ongoing struggles over conservation, sustainability, development, and social justice. (Same as **Sociology 221 {2221}.**)

Prerequisite: **Sociology 101** or **Anthropology 101**.

**225 {2225} a - MCSR, INS. Biodiversity and Conservation Science.** Fall 2013. John Lichter.

People rely on nature for food, materials, medicines, and recreation; yet the fate of Earth's biodiversity is rarely given priority among the many pressing problems facing humanity today. Explores the interactions within and among populations of plants, animals, and microorganisms, and the mechanisms by which those interactions are regulated by the physical and chemical environment. Major themes are biodiversity and the processes that maintain biodiversity, the relationship between biodiversity and ecosystem function, and the science underlying conservation efforts. Laboratory sessions consist of student research, local field trips, laboratory exercises, and discussions of current and classic ecological literature. (Same as **Biology 225 {2325}.**)

Prerequisite: **Biology 102** or **109**, or **Environmental Studies 201** (same as **Biology 158** and **Chemistry 105**).

**227 {2417} c - IP. City and Landscape in Modern Europe.** Fall 2012. Jill Pearlman.

Explores the evolution of the built environment in London, Paris, Vienna, and Berlin from the mid-nineteenth century to the present. Focusing on significant moments in the history of these cities, considers a variety of factors as determinants of urban form, including technological developments, industrialization, politics, economics, culture and design. Topics include the creation of capital cities, natural and public spaces, streets, housing, suburbanization, environmental problems, and current schemes for a sustainable urbanism. (Same as **History 227 {2005}.**)

**228 {2303} b - MCSR. Natural Resource Economics and Policy.** Spring 2013. Guillermo Herrera.

A study of the economic issues surrounding the existence and use of renewable natural resources (e.g., forestry/land use, fisheries, water, ecosystems, and the effectiveness of antibiotics) and exhaustible resources (e.g., minerals, fossil fuels, and old growth forest). A basic framework is first developed for determining economically efficient use of resources over time, then extended to consider objectives other than efficiency, as well as the distinguishing biological, ecological, physical, political and social attributes of each resource. Uncertainty, common property, and various regulatory instruments are discussed, as well as alternatives to government intervention and/or privatization. (Same as **Economics 228 {2228}.**)

Prerequisite: **Economics 101**.

**232 {2418} c - ESD. History of the American West.** Fall 2014. Connie Chiang.

Survey of what came to be called the Western United States from the nineteenth century to the present. Topics include Euro-American relations with Native Americans; the expansion and growth of the federal government into the West; the exploitation of natural resources; the creation of borders and national identities; race, class, and gender relations; the influence of immigration and emigration; violence and criminality; cities and suburbs; and the enduring persistence of Western myths in American culture. Students write several papers and engage in weekly discussion based upon primary and secondary documents, art, literature, and film. (Same as **History 232 {2160}**.)

**234 {2340} b - ESD. Tractors, Chainsaws, Windmills, and Cul-de-Sacs: Natural Resource-based Development in Our Backyard.** Spring 2013. Shaun Golding.

Conflict around land use, conservation, planning, and development is pervasive. Introduces the central civic, economic, and institutional actors engaged in debates around resource-dependent development. Examines how human interactions shape the environment within the structures of the state, the economy, and community, and in response to changes brought about by globalization. Considers the areas of human health, environmental conservation, community economic vitality, and identity, and is built around the cases of agriculture, energy, and sprawl, placing particular emphasis on examples from Maine and New England. (Same as **Sociology 234 {2340}**.)

Prerequisite: **Sociology 101** or **Anthropology 101**, or permission of instructor.

**235 {2415} c - ESD. Borderlands and Empires in Early North America.** Spring 2014. Matthew Klinge.

Survey of the making of North America from initial contact between Europeans and Africans and Native Americans to the creation of the continent's three largest nations by the mid-nineteenth century: Canada, Mexico, and the United States. Topics include the history of Native populations before and after contact; geopolitical and imperial rivalries that propelled European conquests of the Americas; evolution of free and coerced labor systems; environmental transformations of the continent's diverse landscapes and peoples; formation of colonial settler societies; and the emergence of distinct national identities and cultures in former European colonies. Students write several papers and engage in weekly discussion based upon primary and secondary documents, art, literature, and material culture. (Same as **History 235 {2180}** and **Latin American Studies 236 {2180}**.)

**236 {2306} b - IP. Comparative Environmental Politics.** Fall 2012. Laura A. Henry.

Examines environmental politics from a comparative perspective, drawing on case material from the United States, Europe, Latin America, Africa, and Asia. Asks why, despite the fact that many contemporary environmental problems are shared globally, states develop different environmental policies. Readings cover issues ranging from forest conservation to climate policy and consider explanatory factors such as type of political regime, level of economic development, activism by citizens, and culture and values. (Same as **Government 235 {2484}**.)

**238 {2438} c. Natural Supernaturalism.** Fall 2012. David Collings.

Examines the Romantic attempt to blend aspects of the transcendental—such as the sublime, immortality, and divinity—with ordinary life, the forms of nature, and the resources of human consciousness. Discusses theories of the sublime, poetry of the English landscape, mountaintop experiences, tales of transfiguration, lyrics of loss, and encounters

with otherworldly figures. Explores the difficulties of representing the transcendental in secular poetry and the consequences of natural supernaturalism for our own understanding of nature. Focuses on the poetry of Wordsworth and Coleridge, alongside writings by Burke, Kant, and Shelley. (Same as **English 238 {2352}**.)

Prerequisite: One first-year seminar or 100-level course in English or environmental studies.

**239 {2439} c. Loves of the Plants: Botany and Desire in the Eighteenth Century.** Spring 2013. Terri Nickel.

Invasive foreigners, licentious women, polygamous tribes, hermaphrodites—these were some of the personae eighteenth-century men and women imagined in their encounters with plants. Explores how the introduction of new flora collected through global exploration and Linnaeus's invention of sexual taxonomy reshaped eighteenth-century aesthetic practices, including poetry, fiction, art, and garden design. Traces how writers of the era mapped cultural ideas about nationality, sex, and gender onto the natural world. Authors may include Marvell, Addison, Pope, Cowper, Garrick, Erasmus Darwin, Shenstone, Delany, Hannah More, Sarah Scott, Walpole, and Austen. (Same as **English 234 {2303}** and **Gay and Lesbian Studies 240 {2400}**.)

Prerequisite: One first-year seminar or 100-level course in English.

*Note:* This course fulfills the pre-1800 literature requirement for English majors.

**240 {2304} b. Environmental Law and Policy.** Fall 2013. Conrad Schneider.

Critical examination of some of the most important American environmental laws and their application to environmental problems that affect the United States and the world. Students learn what the law currently requires and how it is administered by federal and state agencies, and are encouraged to examine the effectiveness of current law and consider alternative approaches.

**243 {2403} c - VPA. Modern Architecture: 1750 to 2000.** Spring 2013. Jill Pearlman.

Examines major buildings, architects, architectural theories, and debates during the modern period, with a strong emphasis on Europe through 1900, and both the United States and Europe in the twentieth century. Central issues of concern include architecture as an important carrier of historical, social, and political meaning; changing ideas of history and progress in built form; and the varied architectural responses to industrialization. Attempts to develop students' visual acuity and ability to interpret architectural form while exploring these and other issues. (Same as **Art History 243 {2430}**.)

**244 {2404} c - VPA. City, Anti-City, Utopia: Building Urban America.** Spring 2015. Jill Pearlman.

Explores the evolution of the American city from the beginning of industrialization to the present age of mass communications. Focuses on the underlying explanations for the American city's physical form by examining cultural values, technological advancement, aesthetic theories, and social structure. Major figures, places, and schemes in the areas of urban design and architecture, social criticism, and reform are considered. (Same as **History 244 {2006}**.)

**245 {2405} c - VPA. The Nature of Frank Lloyd Wright.** Fall 2014. Jill Pearlman.

An in-depth investigation of the buildings of North America's most celebrated architect, with emphasis on the major theme of his work—the complex relationship between architecture and nature. Examines Wright's key projects for a diverse range of environments and regions while



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also placing the master builder and his works into a larger historical, cultural, and architectural context. Engages in a critical analysis of the rich historical literature that Wright has evoked in recent decades, along with the prolific writings of the architect himself.

*Note:* This course counts toward the art history requirement for the visual arts major and minor.

**247 {2447} c. Maine: A Community and Environmental History.** Spring 2014. Sarah McMahon.

Seminar. Examines the evolution of various Maine social and ecological communities—inland, hill country, and coastal. Begins with the contact of European and Native American cultures, examines the transfer of English and European agricultural traditions in the seventeenth and eighteenth centuries, and explores the development of diverse geographic, economic, ethnic, and cultural communities during the nineteenth and into the early twentieth centuries. (Same as **History 247 {2607}**.)

Prerequisite: One course in history or permission of the instructor.

**248 {2480} c - IP. Italians at Sea: Exploration, Love, and Disaster from the Mediterranean to the Seven Seas.** Spring 2013. Jonathan Combs-Schilling.

The sea has always served as a venue for human daring and a reservoir for tales of the human condition. From shipwrecks to melting icecaps, it is also a potent symbol of the precariousness of our existence. Italy's cultural production serves as a case study through which to explore the seascape in its many forms: a horizon of desire, a space for cross-cultural encounters, a reflection of our stewardship of the "blue planet." Topics include fictional and real accounts, through various media, of the Mediterranean and its inhabitants from antiquity to the present (the merchants of Boccaccio, the monsters of Ariosto, the haunting shores of Montale), Italian navigators such as Marco Polo and Columbus, and issues of colonialism, immigration, and environmental degradation. In English. (Same as **Italian 225 {2525}**.)

**[250 {2416} c - ESD. California Dreamin': A History of the Golden State.** (Same as **History 250 {2640}**.)]

**251 {2251} a. Marine Biogeochemistry.** Spring 2013. Michèle LaVigne.

Oceanic cycles of carbon, oxygen, and nutrients play a key role in linking global climate change, marine primary productivity, and ocean acidification. Fundamental concepts of marine biogeochemistry used to assess potential consequences of future climate scenarios on chemical cycling in the ocean. Past climate transitions evaluated as potential analogs for future change using select case studies of published paleoceanographic proxy records derived from corals, ice cores, and deep-sea sediments. Weekly laboratory sections and student research projects focus on creating and interpreting new geochemical paleoclimate records from marine archives and predicting future impacts of climate change and ocean acidification on marine calcifiers. (Same as **Earth and Oceanographic Science 252 {2525}**.)

Prerequisite: One 100-level course in earth and oceanographic science or **Earth and Oceanographic Science 200** (same as **Environmental Studies 200**).

**[253 {2253} a. Atmosphere and Ocean Dynamics.** (Same as **Earth and Oceanographic Science 257 {2810}** and **Physics 257 {2810}**.)]

**258 {2408} c. Environmental Ethics.** Spring 2013. Lawrence H. Simon.

What things in nature have moral standing? What are our obligations to them? How should we



resolve conflicts among our obligations? After an introduction to ethical theory, topics include anthropocentrism, the moral status of nonhuman sentient beings and of non-sentient living beings, preservation of endangered species and the wilderness, holism versus individualism, the land ethic, and deep ecology. (Same as **Philosophy 258 {2358}**.)

**[263 {2308} b. International Environmental Policy.** (Same as **Government 263 {2615}**.)]

**264 {2309} b. Sustainability, Energy, and Climate Change.** Spring 2013. DeWitt John.

Global efforts to address climate change have made little progress, and there is strong resistance to federal action in the United States. Why? What approaches might work better? Many environmentalists call for fundamental economic and cultural change, but others are working with corporations on “sustainability,” and some favor “bottom-up” community action. Explores whether new approaches might be more effective for specific issues such as cars and “smart cities”; coal, shale gas, and renewable fuels; energy-efficient buildings; food; and individual understanding of and commitment to protecting the environment. (Same as **Government 264 {2920}**.)

Prerequisite: One course in environmental studies or government, or permission of the instructor.

**269 {2369} b - IP. Environmental Security.** Spring 2013. Marc R. Scarcelli.

Focuses on problems which, by their very nature, transcend international boundaries. Views environmental insecurity as resulting from neo-Malthusian causes, climate change, flawed policies, or new technological advances. Emphasizes interdependence, collective goods, and the contrasts between wealthy and poor populations where environmental insecurity is concerned. Specific topics include overpopulation, displaced populations, health pandemics, food security, climate change, energy, resource scarcity, water security, and collapsing fish stocks at sea, as well as the roles of consumers, producers, MNCs, and NGOs. (Same as **Government 269 {2689}**.)

**270 {2270} a. Landscapes and Global Change.** Spring 2015. Peter Lea.

The earth's surface is marked by the interactions of the atmosphere, water and ice, biota, tectonics, and underlying rock and soil. Even familiar landscapes beget questions on how they formed, how they might change, and how they relate to patterns at both larger and smaller scales. Examines earth's landscapes and the processes that shape them, with particular emphasis on how future changes may both influence and be influenced by humans. Topics include specific land-shaping agents (rivers, glaciers, landslides, groundwater), as well as how these agents interact with one another and with changing climate, tectonics, and human activities. (Same as **Earth and Oceanographic Science 270 {2345}**.)

Prerequisite: One course in earth and oceanographic science or permission of the instructor.

**271 {2271} a. Biology of Marine Mammals.** Fall 2014. Damon P. Gannon.

Examines the biology of cetaceans, pinnipeds, sirenians, and sea otters. Topics include diversity, evolution, morphology, physiology, ecology, behavior, and conservation. Detailed consideration given to the adaptations that allow these mammals to live in the sea. Includes lecture, discussion of primary literature, lab, field trips, and student-selected case studies. Laboratory and field exercises consider anatomy, biogeography, social organization, foraging ecology, population dynamics, bioacoustics, and management of the marine mammal species found in the Gulf of Maine. (Same as **Biology 271 {2571}**.)

Prerequisite: One of the following: **Biology 154** (same as **Environmental Studies 154**), **158** (same as **Chemistry 105** and **Environmental Studies 201**), **215** (same as

**Environmental Studies 215), 216, 219** (same as **Environmental Studies 219**), or **225** (same as **Environmental Studies 225**).

**272 {2312} b - ESD, IP. Contemporary Arctic Environmental and Cultural Issues.** Spring 2013. Susan Kaplan.

Throughout the Arctic, northern peoples face major environmental changes and cultural and economic challenges. Landscapes, icescapes, and seascapes on which communities rely are being transformed, and arctic plants and animals are being affected. Many indigenous groups see these dramatic changes as endangering their health and cultural way of life. Others see a warming Arctic as an opportunity for industrial development. Addressing contemporary issues that concern northern peoples in general and Inuit in particular involves understanding connections between leadership, global environment change, human rights, indigenous cultures, and foreign policies, and being able to work on both a global and local level. (Same as **Anthropology 272 {2572}**.)

Prerequisite: **Anthropology 101** or **102**, and **Environmental Studies 101**; or permission of the instructor.

**274 {2274} a - MCSR, INS. Marine Conservation Biology.** Fall 2013. Damon P. Gannon.

Introduces key biological concepts that are essential for understanding conservation issues. Explores biodiversity in the world's major marine ecosystems; the mechanisms of biodiversity loss at the genetic, species, and ecosystem levels; and the properties of marine systems that pose unique conservation challenges. Investigates the theory and practice of marine biodiversity conservation, focusing on the interactions among ecology, economics, and public policy. Consists of lecture/discussion, lab, field trips, guest seminars by professionals working in the field, and student-selected case studies. (Same as **Biology 274 {2574}**.)

Prerequisite: One of the following: **Biology 154** (same as **Environmental Studies 154**), **Biology 215** (same as **Environmental Studies 215**), **Biology 219** (same as **Environmental Studies 219**), or **Biology 225** (same as **Environmental Studies 225**), **Environmental Studies 101**, **Environmental Studies 201** (same as **Biology 158** and **Chemistry 105**), or permission of the instructor.

**277 {2277} a. A World of Rivers.** Spring 2013. Gabrielle David.

Rivers connect both geologic and human history. Despite similarities in hydrology and hydraulics, river morphology is incredibly complex through time and space. This complexity explored by examining some of the largest rivers in the world including the Nile, Amazon, Ganges, Danube, Congo, and Mississippi. Controls on river forms and processes studied through the use of qualitative, quantitative, and statistical models. The variability and complexity of rivers discussed in the context of sustainable river management. Weekly laboratories reinforce understanding of river form and process and introduce students to standard hydraulic and sediment transport models. (Same as **Earth and Oceanographic Studies 277 {2315}**.)

Prerequisite: **Earth and Oceanographic Science 200** (same as **Environmental Studies 200**), or permission of the instructor.

**280 {2280} a. Plant Responses to the Environment.** Spring 2013. Samuel H. Taylor.

Plants can be found growing under remarkably stressful conditions. Even your own backyard poses challenges to plant growth and reproduction. Survival is possible only because of a diverse suite of elegant physiological and morphological adaptations. The physiological ecology of plants from extreme habitats (e.g., tundra, desert, hypersaline) is discussed, along with the

responses of plants to environmental factors such as light and temperature. Readings from the primary literature facilitate class discussion. Excursions into the field and laboratory exercises complement class material. (Same as **Biology 280 {2580}**.)

Prerequisite: **Biology 210** or **225**, or permission of the instructor.

**281 {2281} a. Forest Ecology and Conservation.** Fall 2012. Vladimir Douhovnikoff.

An examination of how forest ecology and the principles of silviculture inform forest ecosystem restoration and conservation. Explores ecological dynamics of forest ecosystems, the science of managing forests for tree growth and other goals, natural history and historic use of forest resources, the state of forests today, as well as challenges and opportunities in forest restoration and conservation. Consists of lecture, discussions, field trips, and guest seminars by professionals working in the field. (Same as **Biology 281 {2581}**.)

**282 {2282} a - MCSR, INS. Ocean and Climate.** Every other fall. Fall 2012. Collin Roesler.

The ocean covers more than 70 percent of Earth's surface. It has a vast capacity to modulate variations in global heat and carbon dioxide, thereby regulating climate and ultimately life on Earth. Beginning with an investigation of paleo-climate records preserved in deep-sea sediment cores and in Antarctic and Greenland glacial ice cores, the patterns of natural climate variations explored with the goal of understanding historic climate change observations. Predictions of polar glacial and sea ice, sea level, ocean temperatures, and ocean acidity investigated through readings and discussions of scientific literature. Weekly laboratory sessions devoted to field trips, laboratory experiments, and computer-based data analysis and modeling to provide hands-on experiences for understanding the time and space scales of processes governing oceans, climate, and ecosystems. Laboratory exercises form the basis for student research projects. **Mathematics 171** is recommended. (Same as **Earth and Oceanographic Science 282 {2585}**.)

Prerequisite: **Earth and Oceanographic Science 102** (same as **Environmental Studies 102**) or **200** (same as **Environmental Studies 200**), and **Mathematics 161**, or permission of the instructor.

**283 {2083} c. Environmental Education.** Fall 2012. Kara Wooldrik.

Examines the role of environmental education within environmental studies while providing students with the opportunity to gain hands-on experience within a local elementary school. Students read, research, analyze, discuss, and write about theoretical essays, articles, and books from the field of environmental education, in addition to theoretical material on pedagogy and lesson plans. Topics include ecological literacy, the historical roots of environmental education, globalization, sustainable education, and policy implications of environmental education. In addition, students teach at least one hour weekly. Students develop lesson plans and reflect on their experience of teaching environmental education lessons.

Prerequisite: **Environmental Studies 101**.

**[285 {2485} c. Ecological Thought in Latin American Literature.** (Same as **Latin American Studies 345 {3245}** and **Spanish 345 {3245}**.)]

**287 {2287} a. Poles Apart: An Exploration of Earth's High Latitudes.** Every other fall. Fall 2013. Collin Roesler.

Compares and contrasts the tectonic evolution, geography, climate, glaciers and sea ice, ocean circulation and ocean biology of the Arctic and Antarctic regions. Emphasis on the

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polar regions' role in global climate regulation and the sensitivity of these regions to climate change. In addition to scientific readings (text book chapters and journal articles), students read an array of first-hand accounts of polar exploration from the turn of the twentieth century. (Same as **Earth and Oceanographic Science 287 {2530}**.)

Prerequisite: One course in earth and oceanographic science or permission of the instructor.

**291–294 {2970–2973}. Intermediate Independent Study in Environmental Studies.** The Program.

**299 {2999}. Intermediate Collaborative Study in Environmental Studies.** The Program.

**302 {3902} a. Earth Climate History.** Spring 2013. Michèle LaVigne.

The modern world is experiencing rapid climate warming and some parts extreme drought, which will have dramatic impacts on ecosystems and human societies. How do contemporary warming and aridity compare to past changes in climate over the last billion years? Are modern changes human-caused or part of the natural variability in the climate system? What effects did past changes have on global ecosystems and human societies? Students use environmental records from rocks, soils, ocean cores, ice cores, lake cores, fossil plants, and tree rings to assemble proxies of past changes in climate, atmospheric CO<sub>2</sub>, and disturbance to examine several issues: long-term carbon cycling and climate, major extinction events, the rise of C4 photosynthesis and the evolution of grazing mammals, orbital forcing and glacial cycles, glacial refugia and post-glacial species migrations, climate change and the rise and collapse of human civilizations, climate/overkill hypothesis of Pleistocene megafauna, climate variability, drought cycles, climate change impacts on disturbances (fire and hurricanes), and determining natural variability vs. human-caused climate change. (Same as **Earth and Oceanographic Science 302 {3020}**.)

Prerequisite: **Earth and Oceanographic Science 200** (same as **Environmental Studies 200**), or permission of the instructor.

**304 {3904} c. Place in American History.** Spring 2013. W. Thomas Okie.

Research seminar. Examines the theme of place in nineteenth and twentieth century U.S. history, with special emphasis on the U.S. South. Investigates place as a set of physical and biological characteristics, as a product of the interaction between humans and the environment, and as a social and cultural construct. Also attends to the challenge of writing history with place as a central character. Students write a major research paper based on primary sources. (Same as **History 301 {3001}**.)

**[305 {3905} a. Environmental Fate of Organic Chemicals.** (Same as **Chemistry 305 {3050}**.)]

**306 {3906} a. Advanced Environmental Organic Chemistry.** Fall 2012. Dharni Vasudevan.

Human activities result in the intentional or inadvertent release of organic chemicals into the natural environment. Interconnected physical, chemical, and biological processes influence the environmental fate of chemicals and the extent human and ecosystem exposure. Focuses on the thermodynamics and kinetics of chemical transformations in the natural environment via nucleophilic, redox, photolytic, and biological (microbial) reactions. (Same as **Chemistry 306 {3060}**.)

Prerequisite: **Chemistry 225**.

**318 {3918} b. Environmental and Natural Resource Economics.** Fall 2012. Guillermo Herrera.

Seminar. Analysis of externalities and market failure; models of optimum control of pollution and efficient management of renewable and nonrenewable natural resources such as fisheries, forests, and minerals; governmental vs. other forms of control of common-pool resources; and benefit-cost analysis of policies, including market-based and non-market valuation.

Permission of instructor required for students who have credit for **Economics 218** (same as **Environmental Studies 218**) or **228** (same as **Environmental Studies 228**). (Same as **Economics 318 {3518}**.)

Prerequisite: **Economics 255** and **257**.

**320 {3920} b. Animal Planet: Humans and Other Animals.** Fall 2012. Susan A. Kaplan.

Cultures around the world maintain different stances about non-human animals. People eat meat or avoid doing so. Religions advocate veneration, fear, or loathing of certain animals. Domesticated animals provide us company, labor, and food. Wild animals are protected, studied, photographed, captured, and hunted. Animals inhabit novels, are featured in art, and adorn merchandise. Students read ethnographies, articles, animal rights literature, and children's books; study museum collections; and examine animal themes in films and on the Web. Employing anthropological perspectives, students consider what distinguishes humans from other animals, how cultures are defined by peoples' attitudes about animals, and what might be our moral and ethical responsibilities to other creatures. (Same as **Anthropology 321 {3210}**.)

Prerequisite: **Anthropology 101** or **102**, and one 200-level course in anthropology; or permission of the instructor.

**[321 {3921} b. The Economics of Land Use, Ecosystem Services, and Biodiversity.**  
(Same as **Economics 321 {3521}**.)]

**337 {3980} c. Nature and Health in America.** Fall 2012 and Spring 2015. Matthew Klinge.

Explores relationships between humans, environment, and health in North American history from the sixteenth century to the present day. Topics may include the evolution of public health, biomedical research, and clinical practice; folk remedies and popular understandings of health; infectious and chronic diseases; links between landscape, health, and inequality; gender and reproductive health; occupational health and safety; the effects of agriculture, industrialization, and urbanization on human and ecological health; state and federal policies; and the colonial and global dimensions of public health and medicine. Students write a major research paper based on primary sources. **Environmental Studies 101, 203**, and at least one 200-level history course recommended. (Same as **History 337 {3180}**.)

**357 {3957} a. The Physics of Climate.** Every other spring. Spring 2013. Mark Battle.

A rigorous treatment of the earth's climate, based on physical principles. Topics include climate feedbacks, sensitivity to perturbations, and the connections between climate and radiative transfer, atmospheric composition, and large-scale circulation of the oceans and atmospheres. Anthropogenic climate change also studied. (Same as **Earth and Oceanographic Science 357 {3050}** and **Physics 357 {3810}**.)

Prerequisite: **Physics 229, 257** or **300**, or permission of the instructor.

**363 {3963} b. Advanced Seminar in International Relations: Law, Politics, and the Search for Justice.** Spring 2013. Allen L. Springer.

Examines the complex relationship between law and policy in international relations by focusing on two important and rapidly developing areas of international concern: environmental protection and humanitarian rights. Fulfills the environmental studies senior seminar requirement. (Same as **Government 363 {3610}**.)

**375 {3975}. Feeding the World: The Nature and Challenges of Our Food and Agricultural Systems.** Spring 2014. Philip Camill.

Although we live in a world where global food abundance is at record highs, and prices are at historic lows, our modern food system has its share of challenges. Methods of food production, marketing, distribution, and consumption have spawned waves of criticism, including concerns about farm economics, food justice, worker safety, animal welfare, famine, ecological degradation, climate change, biotechnology, and public health. In the wake of these challenges, alternative systems of food production, distribution, and consumption are beginning to emerge. An interdisciplinary exploration of three questions: How do we produce and eat food? What major social and environmental consequences have arisen from food production and consumption? What should we produce and eat? Examines the historical origins agriculture, social and environmental problems arising from these transitions, and social movements oriented towards making our food system more ecologically sustainable and socially just. Current or prior enrollment in **Environmental Studies 201, 202, and 203** is recommended.

Prerequisite: **Environmental Studies 101** or permission of the instructor.

**[391 {3991}. Troubled Waters: Fishing in the Gulf of Maine.]**

**392 {3992} c. Advanced Topics in Environmental Philosophy.** Spring 2014. Lawrence H. Simon.

Examines philosophical, moral, political, and policy questions regarding various environmental issues. Possible topics include the ethics of climate change policy, our obligations to future generations, benefit-cost analysis vs. the precautionary principle as a decision-making instrument, and the relationship between justice and sustainability. (Same as **Philosophy 392 {3392}**.)

**394 {3994} a. Ecological Recovery of Maine's Coastal Ecosystems.** Fall 2014. John Lichter.

Maine's coastal ecosystems once supported prodigious abundances of wildlife that supported human communities for millennia before succumbing to multiple anthropogenic stresses in the mid-twentieth century. Today, we need to understand the most pressing ecological and social constraints limiting recovery of these once vital ecosystems to achieve sustainable ecological recovery and provision of ecosystem services. Objective is to better understand the biophysical and social constraints limiting ecological recovery, and to rethink the failed management policies of the past. Students participate in a thorough review of the relevant scientific and historical literature and conduct a group study investigating some aspect of the ecology and/or the environmental history of Maine's coastal ecosystems. (Same as **Biology 394 {3394}**.)

Prerequisite: **Biology 215** (same as **Environmental Studies 215**), **219** (same as **Environmental Studies 219**), or **225** (same as **Environmental Studies 225**); or **Environmental Studies 201** (same as **Biology 158** and **Chemistry 105**).

**395 {3995} b. Advanced Seminar in Environmental Policy and Politics.** Spring 2014. DeWitt John.

For forty years, environmental policy in the United States has focused on government regulation. In the last few years, many large corporations, financial and business consulting firms have embraced “sustainability,” saying they seek to protect the environment and ensure social justice as well as making profits. Several respected environmental groups are working closely with these businesses, but others are very skeptical. The Environmental Protection Agency is considering whether to set its goal as sustainability and cooperate with corporations in working for this goal. Suggests lessons about the capacity of governments, businesses, non-profit, and individuals to deal effectively with complex environmental problems like climate change and the depletion of scarce natural resources. Emphasizes what is happening in the United States but also studies experiences in other nations and globally. (Same as **Government 395 {3910}**.)

Prerequisite: One course in environmental studies or government, or permission of the instructor.

**398 {3998} c. The City since 1960.** Spring 2013. Jill Pearlman.

Seminar. Explores the history of the North American city from the end of urban renewal to the age of climate change. Focused thematically, topics include the fall of the postwar city and the rise of urban complexity; gentrification and its effects; changing ideals of historic preservation; monuments and sites of memory; urban disasters and their aftermaths; and the brief history of the sustainable city. Culminates in an original research paper, based on primary and secondary source materials.

**401–404 {4000–4003}. Advanced Independent Study and Honors in Environmental Studies.** The Program.

**405 {4029}. Advanced Collaborative Study in Environmental Studies.** The Program.

The following courses count toward the requirements of the Interdisciplinary Science Concentration, in addition to ES courses designated with an “a”:

**Chemistry 210 {2100} a - MCSR, INS. Chemical Analysis.** Every fall. Ryan C. Nelson.

**Chemistry 240 {2400} a - MCSR, INS. Inorganic Chemistry.** Every spring. Jeffrey K. Nagle.

The art department invites Art/Environmental Studies independent studies. Contact art department faculty or the environmental studies program director.

Students may also choose from the following list of courses to satisfy requirements for the major in environmental studies. These courses will receive environmental studies credit with the approval of the director after consultation with the student and the instructor. It is expected that a substantial portion of the student's research efforts will focus on the environment. In addition to the courses listed below, students may discuss other possibilities with the Environmental Studies Program. For full course descriptions and prerequisites, see the appropriate department listings.

#### *Social Sciences*

**Anthropology 102 {1050} b. Introduction to World Prehistory.** Spring 2013. Leslie Shaw.

**[Anthropology 221 {2222} b - ESD. The Rise of Civilization.]**



## FILM STUDIES

Tricia Welsch, *Program Director*

Laurie Holland, *Program Coordinator*

*Associate Professors:* Aviva Briefel (English), Shu-chin Tsui (Asian Studies), Tricia Welsch

*Lecturer:* Sarah Childress

Film has emerged as one of the most important art forms of the twentieth century. Film studies at Bowdoin introduces students to the grammar, history, and literature of film in order to cultivate an understanding of both the vision and craft of film artists and the views of society and culture expressed in cinema. Bowdoin College does not offer a major in film studies.

### Requirements for the Minor in Film Studies

The minor consists of five courses, four of which must be courses offered by the Film Studies Program. One course must come from another department's offerings, and at least one course must be at the 300 level or be an independent study. No more than two courses below the 200 level (including **Film Studies 101**) will count toward the minor. Courses that will count toward the minor must be taken on a graded basis (not Credit/D/Fail), and students must earn grades of C- or better in these courses.

#### ***Required Courses:***

##### **Film Studies 101**

**Film Studies 201** or **Film Studies 202** (both **201** and **202** may be counted toward the minor)

#### ***Pre-approved Courses Outside the Film Studies Program:***

A wide variety of courses available at Bowdoin may count toward a minor in film studies. Such courses must concentrate on film for the major part of their curriculum. Students wishing to have a particular course considered toward the minor should submit supporting materials from the course (such as syllabus, reading list, and assignments) to the director of the Film Studies Program. The Asian Studies Program, Gender and Women's Studies Program, and departments of Romance Languages, English, and German frequently offer courses that qualify.

### **First-Year Seminars**

For a full description of first-year seminars, see pages 155–167.

[10 {1025} c. **Cultural Difference and the Crime Film.**]

[29 {1029} c. **Historians, Comediennes, Storytellers: Women Filmmakers in the German-Speaking Countries.** (Same as **Gay and Lesbian Studies 29 {1029}**, **Gender and Women's Studies 29 {1029}**, and **German 29 {1029}**.)]

### **Introductory, Intermediate, and Advanced Courses**

**101 {1101} c - VPA. Film Narrative.** Every other year. Fall 2012. Tricia Welsch.

An introduction to a variety of methods used to study motion pictures, with consideration given to films from different countries and time periods. Examines techniques and strategies used to construct films, including mise-en-scène, editing, sound, and the orchestration of film techniques in larger formal systems. Surveys some of the contextual factors shaping individual films and our experiences of them (including mode of production, genre, authorship, and



ideology). No previous experience with film studies is required. Attendance at weekly evening screenings is required.

**201 {2201} c - VPA. History of Film I, 1895 to 1935.** Every other fall. Fall 2013. Tricia Welsch.

Examines the development of film from its origins to the American studio era. Includes early work by the Lumières, Méliès, and Porter, and continues with Griffith, Murnau, Eisenstein, Chaplin, Keaton, Stroheim, Pudovkin, Lang, Renoir, and von Sternberg. Special attention is paid to the practical and theoretical concerns over the coming of sound. Attendance at weekly evening screenings is required.

**202 {2202} c - VPA. History of Film II, 1935 to 1975.** Every other spring. Spring 2014. Tricia Welsch.

A consideration of the diverse production contexts and political circumstances influencing cinema history in the sound era. National film movements to be studied include Neorealism, the French New Wave, and the New German Cinema, as well as the coming of age of Asian and Australian film. Also explores the shift away from studio production in the United States, the major regulatory systems, and the changes in popular film genres. Attendance at weekly evening screenings is required.

**222 {2222} c - VPA. Images of America in Film.** Spring 2013. Tricia Welsch.

Explores American culture and history by looking at studio- and independently-produced films. Topics include sex and race relations; ethnicity and the American Dream; work and money and their role in self-definition; war and nostalgia; and celebrity and the role of Hollywood in the national imagination. Attendance at weekly evening screenings is required.

Prerequisite: One of the following: **Film Studies 101, 201, or 202.**

**224 {2224} c - VPA. The Films of Alfred Hitchcock.** Spring 2014. Tricia Welsch.

Considers the films of Alfred Hitchcock from his career in British silent cinema to the Hollywood productions of the 1970s. Examines his working methods and style of visual composition, as well as consistent themes and characterizations. Of particular interest is his adaptation of Daphne du Maurier's *Rebecca* as a way of exploring the tensions between literary sources and film, and between British and American production contexts. Ends with a brief look at Hitchcock's television career and his influence on recent film. Attendance at weekly evening screenings is required.

Prerequisite: **Film Studies 101, 201, or 202.**

**230 {2230} c - VPA. The Reality Effect: Documentary Film.** Fall 2012. Sarah Childress.

Examines documentary history, theory, criticism, and practice. From the "actuality" films of the Lumière brothers to the theatrical "reality" of Errol Morris, documentaries work to persuade audiences to see the world in particular ways. Focuses on the debates that surround nonfiction narrative films, especially their contentious claims to represent reality, by examining films that work with and against notions of objectivity, subjectivity, power, knowledge, and truth. Explores the textual strategies that create documentary films' all-important "reality effect." Attendance at weekly evening screenings is required.

**235 {2350} b - ESD. Not Just Cowboys and Indians: Examining Native Americans in Film and Media Beyond Hollywood.** Spring 2013. Kelly Fayard.

Begins with an examination of the influence Hollywood has had on dominant images of Native Americans. Examines the construction of these images, their consumption, and their

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influence. Compares these non-Native films with images constructed by Native filmmakers. Analyzes popular films such as *Dances with Wolves*, *Little Big Man*, *Last of the Mohicans*, among others, in contrast to Native films such as *Smoke Signals*, *Atanarjuat (The Fast Runner)*, and *Reel Injun*, along with Internet media from a variety of sources to tease out stereotypes and differences. (Same as **Anthropology 235 {2350}**.)

**254 {2254} c - IP, VPA. Transnational Chinese Cinema.** Fall 2012. Shu-chin Tsui.

Introduces students to films produced in the People's Republic of China, Taiwan, and Hong Kong. Places national cinema in a transnational framework and explores how cinema as a sign system constructs sociocultural and aesthetic meanings. Students will benefit most by bringing both an open mind toward non-Western cultural texts, and a critical eye for visual art. (Same as **Asian Studies 254 {2072}**.)

**291–294 {2970–2973} c. Intermediate Independent Study in Film Studies.** The Program.

**299 {2999} c. Intermediate Collaborative Study in Film Studies.** The Program.

**310 {3310} c. Gay and Lesbian Cinema.** Spring 2013. Tricia Welsch.

Considers both mainstream and independent films made by or about gay men and lesbians. Four intensive special topics each semester, which may include classic Hollywood stereotypes and euphemisms; the power of the box office; coming of age and coming out; the social problem film; key figures; writing history through film; queer theory and queer aesthetics; revelation and revaluations of film over time; autobiography and documentary; the AIDS imperative. Writing intensive; attendance at evening film screenings is required. (Same as **Gay and Lesbian Studies 310 {3310}** and **Gender and Women's Studies 310 {3310}**.)

Prerequisite: One course in film studies or permission of the instructor.

**321 {3321} c. German Expressionism and Its Legacy.** Fall 2013. Tricia Welsch.

Considers the flowering of German cinema during the Weimar Republic and its enormous impact on American film. Examines work produced in Germany from 1919 to 1933, the films made by German expatriates in Hollywood after Hitler's rise to power, and the wide influence of the expressionist tradition in the following decades. Attendance at weekly evening screenings is required.

Prerequisite: **Film Studies 101, 201, or 202.**

**[322 {3322} c. Film and Biography.]**

**333 {3333} c. The Films of John Ford.** Fall 2012. Tricia Welsch.

Examines the films of John Ford, from the silent period to the 1960s. Considers his working methods and visual composition, as well as consistent themes and characterizations. Investigates Ford's reputation in light of shifting American cultural values. Attendance at weekly evening screenings is required.

Prerequisite: **Film Studies 101, 201, or 202.**

**343 {3303} c. Topics in Choreography: Dance and the Camera.** Spring 2013. Charlotte Griffin.

Original creative projects arise from dance and video explorations, and from examining historical and contemporary models of dance for the camera. How do the languages and techniques of film production and dance composition intersect? What strategies support the transposition of movement from live action to flat screen? What values do choreographers bring to digital mediums? Includes dance studio work; instruction in the basics of

videography and editing; viewings, critiques, readings, discussion, and written responses. (Same as **Dance 343 {3303}**.)

Prerequisite: **Dance 270** or permission of the instructor.

**401–404 {4000–4003} c. Advanced Independent Study in Film Studies.** The Program.

**405 {4029} c. Advanced Collaborative Study in Film Studies.** The Program.

## FIRST-YEAR SEMINARS

The First-Year Seminar program is designed to help introduce students to what it means to undertake serious intellectual work at the college level. The seminars provide small class settings where students can engage with a particular topic, a professor, and their peers. They provide an opportunity for in-depth study of a subject of mutual interest, as well as a place to develop college level skills of critical thinking, both reading and writing. The development of such skills is a central feature of first-year seminars. Approaches to this vary, as do the norms of academic writing being taught. All first-year seminars, however, involve frequent writing practice, individualized feedback on writing, and an assignment structure that teaches students how to draft and revise. Additionally, the seminars provide both an introduction to library research and an overview of the expectations of academic honesty and citing sources. This opportunity to learn and practice academic writing is both an independent goal of first-year seminars, and an additional means through which faculty can introduce their discipline and help students to engage with a particular subject matter.

Each year a number of departments offer first-year seminars. Enrollment in each is limited to sixteen students. Sufficient seminars are offered to ensure that every first-year student has the opportunity to participate during at least one semester of the first year. Registration for the seminars takes place before registration for other courses, to facilitate scheduling. A complete listing of first-year seminars being offered in the 2012–2013 academic year follows.

**Africana Studies 10 {1010} b. Racism.** Fall 2012 and Spring 2013. Roy Partridge.

Examines issues of racism in the United States, with attention to the social psychology of racism, its history, its relationship to social structure, and its ethical and moral implications. (Same as **Sociology 10 {1010}**.)

**Africana Studies 12 {1012} c. Affirmative Action and United States Society.** Fall 2012. Brian Purnell.

Interdisciplinary exploration of the rise and fall (and reappearance) of the “affirmative action debate” that shaped so much of the American “culture wars” during the 1970s–2000s. Students primarily study affirmative action in the United States, but there will also be comparative analysis of “affirmative action” systems in societies outside the United States, such as South Africa and India. Examines important Supreme Court cases that have shaped the contours of affirmative action, the rise of “diversity” discourse, and the different ways political and cultural ideologies, not to mention historical notions of American identity, have determined when, where, and how affirmative action has existed, and whom it benefits. Through examination of law, economics, sociology, anthropology, history, and political science, introduces students to different methodological approaches that inform Africana Studies and that field’s examination of the role people of African descent have played in contemporary and historical American society. Writing intensive. Analytical discussions of assigned texts.

**Africana Studies 16 {1026} c. Fictions of Freedom.** Fall 2012. Tess Chakkalakal.

Introduces students to the literature of slavery. Looks at eighteenth- and nineteenth-century slave narratives, antislavery/proslavery fiction and nonfiction, and visual representations of slavery in the form of photographs, paintings, and minstrel performances. Authors include Equiano, Wheatley, Jefferson, Melville, Douglass, and Stowe. Twentieth- and twenty-first-century narratives include former slave testimonials, novels by Morrison, Faulkner, Williams, Styron, and Jones. (Same as **English 26 {1026}**.)

**Africana Studies 18 {1018} c. Music and Race in Latin America.** Fall 2012. Michael Birenbaum Quintero.

A historical survey examining the relationship between musical practice and racial thought in Latin America from the sixteenth century to the present day. Considers the links between non-Europeanized music and ideas of race by looking at travelers' accounts, government documents, and secondary sources. Tracks musical exchange and mixture between groups, and the mixed feelings of attraction and revulsion they provoked. Discusses the role of music in doctrines of racial "whitening" and civilizing. Examines the rise of nationalist folklore in the twentieth century and music's role in multiculturalism and cultural tourism in the twenty-first. Familiarizes students with various Latin American musical genres. (Same as **Latin American Studies 10 {1010}** and **Music 10 {1010}**.)

**Africana Studies 20 {1035} c. African American Children's Literature.** Fall 2012. Elizabeth Muther.

Beginning with W. E. B. Du Bois's serial magazine of the 1920s, *The Brownies' Book*, explores a century of African American literature for and about children. Examines the strong tradition of child-narrated fiction for teens and adults from the 1960s and 1970s by such writers as Ernest Gaines, Toni Morrison, Toni Cade Bambara, Louise Meriwether, and Ann Petry. Considers the emergence of a conscious Black Arts aesthetic in children's literature and its relationship to the flowering of multicultural children's literature in recent decades. Explores prize-winning fiction and graphic narratives for middle readers and adolescents as well as the collaborations of writers and artists in the contemporary "golden age" of African American picture books. (Same as **English 20 {1035}**.)

**Africana Studies 25 {1025} c. The Civil War in Film.** Fall 2013. Patrick Rael.

Explores the American Civil War through an examination of popular films dedicated to the topic. Students analyze films as a representation of the past, considering not simply their historical subject matter, but also the cultural and political contexts in which they are made. Films include *The Birth of a Nation*, *Gone with the Wind*, *Glory*, and *Cold Mountain*. Weekly evening film screenings. (Same as **History 25 {1016}**.)

**Africana Studies 27 {1024} c. Love and Trouble: Black Women Writers.** Fall 2012. Guy Mark Foster.

Introduces students to the twin themes of love and sex as they appear in literary texts written by African American women from the nineteenth century to the contemporary era. These texts explore such issues as sexism, group loyalty, racial authenticity, intra- and interracial desire, homosexuality, the intertextual unfolding of a literary tradition of black female writing, as well as how these writings relate to canonical African American male-authored texts and European American literary traditions. Students expected to read texts closely, critically, appreciatively. (Same as **English 27 {1024}**.)

**Anthropology 13 {1013} b. Beyond Pocahontas: Native American Stereotypes.** Fall 2012. Kelly Fayard.

Traces the development of Native American stereotypes perpetuated by popular media both historically and presently. Considers effects of such stereotypes in contemporary media and popular culture. Analyzes films, literature, advertisements, cartoons, newspapers, magazines, and sports team mascots, among other forms of popular media and culture. Explores the diversity and variety of Native American peoples that are in opposition to media produced stereotypical images.

**[Anthropology 19 {1019} b. Archaeology: Rethinking the Past.]**

**Art History 10 {1016} c. The Museum World.** Spring 2013. Linda Docherty.

An introduction to the history, theory, and practice of the art museum as a cultural phenomenon from the Enlightenment to the present day. Using the Bowdoin College Museum of Art and selected case studies, students will consider issues surrounding selection, display and interpretation of objects; competing claims to cultural property; costs and benefits of designer buildings; challenges posed by war, theft, and censorship; and the ever-expanding and contested definition of art.

**Art History 16 {1010} c. Art and the Environment: 1960 to Present.** Fall 2012. Natasha Goldman.

Since the 1960s, artists in Western Europe and the United States have used the environment as a site of discussion, critique, and action. From Robert Smithson and his ever-disintegrating *Spiral Jetty*, to Agnes Denes' *Wheatfield* growing alongside Wall St., to Mierle Ukeles' installation and performance art in conjunction with the New York Department of Sanitation, to Eduardo Kac's *GFP Bunny*, artists have explored the ways in which art objects are in dialogue with the environment, recycling, and biology. Works engage with concepts such as entropy, the agricultural industry, photosynthesis, and green tourism, encouraging us to see in new ways the natural world around us. One field trip to Boston, in-class Skype interviews with contemporary artists, and visits to the Bowdoin College Museum of Art's *William Wegman: Hello Nature* exhibition complement the material studied. Students will leave this writing-intensive course with a firm understanding of library and database research and the value of writing, revision, and critique.

**Asian Studies 11 {1025} c. Living in the Sixteenth Century.** Fall 2014. Thomas D. Conlan.

Examines the nature of state and society in an age of turmoil. Studies patterns of allegiances, ways of waging war, codes of conduct, and the social matrix of sixteenth-century Japan, based on primary and secondary sources. Kurosawa's masterpiece *Kage Musha* provides the thematic foundation for this course. (Same as **History 13 {1035}**.)

*Note:* This course fulfills the pre-modern requirement for history majors.

**[Asian Studies 19 {1045} b. East Asian Politics: Introductory Seminar.** (Same as **Government 19 {1020}**.)]

**Asian Studies 21 {1010} c. Perspectives on Modern China.** Fall 2013. Shu-chin Tsui.

Explores the changing nature of modern China from interdisciplinary perspectives: history, literature, documentary films, and cultural studies. Taking history as the primary framework and written/visual representations as analytical texts, investigates the process of nation-building and destruction throughout the nineteenth and twentieth centuries. Central questions concern how various social movements and historical events transformed modern China. Also considers

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how cultural productions and representations shape, as well as reflect, changing notions of China's national identity.

### **Asian Studies 26 {1035} c. Globalizing India.** Fall 2012. Rachel Sturman.

Interrogates contemporary globalization by examining how Indians have interacted with and been shaped by the broader world, with a focus on the last two centuries. Topics include the place of India in the European imagination and vice versa; India's role in the rise of modern global capitalism and imperialism; and the distinctive features of contemporary globalization. (Same as **History 26 {1038}**.)

### **Chemistry 11 {1011} a. Great Issues in Science.** Fall 2012. Daniel M. Steffenson.

Presents a realistic and mature picture of science and the methods employed by current scientists to provide acceptable justifications for scientific hypotheses and theories. Starting with the invention of science by the ancient Greek philosophers (Lucretius, *On the Nature of Things*) and using historical examples from various sciences, three philosophical models of justification examined in detail: logical empiricism (the Vienna Circle), Fallibilism (Popper), and Conventionalism (Kuhn). Several literary images of science (Vonnegut, Brecht, Pynchon, Crichton) are compared to the philosophical models. Examines the role of scientists in making certain value judgments such as organ transplants or stem cell research.

### **[Classics 12 {1012} c. Discovering Homer.]**

### **[Classics 18 {1018} c. Cleopatra: Versions and Visions.]**

### **Classics 19 {1019} c. Ancient Democracy and Its Critics.** Fall 2012. Robert Sobak.

Winston Churchill famously said, "Democracy is the worst form of government, except for all those other forms that have been tried from time to time." For some, ancient democracy was nothing more than mob rule, a place where the poor robbed the rich, slaves passed as free citizens, and even donkeys refused to give way to their human betters. Investigates the historical origins, principles, institutions, and practices of Athenian democracy through readings of sources such as Herodotus, Thucydides, and Aristophanes. Considers the political and philosophical critiques of democracy advanced by Plato, Isocrates, and Aristotle within their historical and intellectual contexts. Examines the legacy of Athenian democracy for contemporary political thought.

### **Dance 10 {1010} c. Understanding Theater and Dance: Doing, Viewing, and Reviewing.** Fall 2012. Melissa Thompson.

The goal is appreciation and understanding of contemporary performance. Investigates critical perspectives on dance, drama, and other performance events. Develops viewing and writing skills: description, analysis, interpretation, evaluation. Attending live performances, on and off campus, watching films and videos, and participating in studio workshops with performers and writers provide a basis for four essays and other modes of critical response—written, oral, or visual. (Same as **Theater 10 {1010}**.)

### **Earth and Oceanographic Science 20 {1020} a. Living Downstream: Dams, Floods, and the Politics of River Management.** Fall 2012. Gabrielle David.

Explores the interconnectedness between rivers and the history and consequences of river management through analysis of dam building in the American Southwest and New England. Weighs competing claims of resource development and conservation through writings of Thoreau, Roosevelt, Abbey, and Leopold. Investigates connections between dams, floods, and climate in relation to how river management has changed in the past and will need change in

the future. Specific topics include how watershed management is connected to your drinking water quality; the building of the Hoover and Glen Canyon Dams on the Colorado River; the impacts of dams on stream ecology and landscapes.

**Economics 18 {1018} b. The Art of the Deal: Commerce and Culture.** Fall 2012. B. Zorina Khan.

Explores the economics of culture, including the analysis of markets for art, music, literature, and movies. If culture is “priceless,” then why do artists starve while providers of pet food make billions? Why are paintings by dead artists generally worth more than paintings by living artists? Could music piracy on the information superhighway benefit society? Can Tom Hanks turn a terrible movie into a contender at the box office? Students are not required to have any prior knowledge of economics, and will not be allowed to argue that baseball comprises culture.

[**Education 20c. The Educational Crusade.**]

**English 10 {1034} c. Lesbian Personae.** Spring 2013. Peter Coviello.

A study of the varied representations of same-sex desire between women across a range of twentieth-century novels and films. Concerned with questions of the visibility, and invisibility, of lesbian life; of the contours of lesbian childhood and adolescence; of the forms of difference between and among lesbians; and of the tensions, as well as the affinities, that mark relations between queer women and queer men. Authors may include Nella Larsen, Willa Cather, Carson McCullers, Ann Bannon, and others. (Same as **Gay and Lesbian Studies 20 {1034}** and **Gender and Women’s Studies 23 {1034}**.)

**English 13 {1016} c. Hawthorne.** Fall 2012. William Watterson.

Readings include selected short stories, *Fanshawe*, *The Scarlet Letter*, *The Blithedale Romance*, *The House of the Seven Gables*, *The Marble Faun*, *Septimus Felton*, and James Mellow’s *Nathaniel Hawthorne in His Times*.

**English 16 {1027} c. Fan Fictions and Cult Classics.** Fall 2012. Megan Cook.

Looks closely at a series of texts that have inspired especially ardent responses among readers over the centuries. Readings may include Chaucer’s *Canterbury Tales*, Shakespeare’s *Hamlet*, Austen’s *Emma*, and Sir Arthur Conan Doyle’s Sherlock Holmes stories, as well as later texts that appropriate, reimagine, and extend these canonical narratives. Considers how the contemporary notion of a “fan,” an ardent admirer who seems in many ways the opposite of the judgmental critic, can enrich our understanding of literary influence and appreciation. Students compose and revise a number of critical essays and should also come prepared to think and write creatively about the texts studied.

**English 20 {1035} c. African American Children’s Literature.** Fall 2012. Elizabeth Muther.

Beginning with W. E. B. Du Bois’s serial magazine of the 1920s, *The Brownies’ Book*, explores a century of African American literature for and about children. Examines the strong tradition of child-narrated fiction for teens and adults from the 1960s and 1970s by such writers as Ernest Gaines, Toni Morrison, Toni Cade Bambara, Louise Meriwether, and Ann Petry. Considers the emergence of a conscious Black Arts aesthetic in children’s literature and its relationship to the flowering of multicultural children’s literature in recent decades. Explores prize-winning fiction and graphic narratives for middle readers and adolescents as well as the collaborations of writers and artists in the contemporary “golden age” of African American picture books. (Same as **Africana Studies 20 {1035}**.)



**English 26 {1026} c. Fictions of Freedom.** Fall 2012. Tess Chakkalakal.

Introduces students to the literature of slavery. Looks at eighteenth- and nineteenth-century slave narratives, antislavery/proslavery fiction and nonfiction, and visual representations of slavery in the form of photographs, paintings, and minstrel performances. Authors include Equiano, Wheatley, Jefferson, Melville, Douglass, and Stowe. Twentieth- and twenty-first-century narratives include former slave testimonials, novels by Morrison, Faulkner, Williams, Styron, and Jones. (Same as **Africana Studies 16 {1026}**.)

**English 27 {1024} c. Love and Trouble: Black Women Writers.** Fall 2012. Guy Mark Foster.

Introduces students to the twin themes of love and sex as they appear in literary texts written by African American women from the nineteenth century to the contemporary era. These texts explore such issues as sexism, group loyalty, racial authenticity, intra- and interracial desire, homosexuality, the intertextual unfolding of a literary tradition of black female writing, as well as how these writings relate to canonical African American male-authored texts and European American literary traditions. Students expected to read texts closely, critically, appreciatively. (Same as **Africana Studies 27 {1024}**.)

**English 28 {1044} c. Queer Gardens.** Fall 2012. Terri Nickel.

Explores how the garden in Western literature and art serves as a space for desire. Pays special attention to the link between gardens and transgression. Also considers how gardens become eccentric spaces and call into question distinctions between nature and culture. Examines the work of gay and lesbian gardeners and traces how marginal identities find expression in specific garden spaces. Reconsiders one of the founding myths of Western culture: the idea of a lost Eden. Authors and gardeners may include Marvell, Lanyer, Pope, Seward, Dickinson, Burnett, Carroll, Sackville-West, Nichols, Jarman, and Pollan. (Same as **Gay and Lesbian Studies 28 {1044}**.)

**English 29 {1043} c. Fact and Fiction.** Fall 2012. Brock Clarke.

An introduction to the study and creation of various kinds of narrative forms (short story, travel essay, bildungsroman, detective fiction, environmental essay, satire, personal essay, etc.). Students write critical essays and use the readings in the class as models for their own short stories and works of creative nonfiction. Class members discuss a wide range of published canonical and contemporary narratives and workshop their own essays and stories. In doing so, the class dedicates itself to both the study of literature and the making of it.

**[Environmental Studies 12c. Campus: Architecture and Education in the American College, 1800–2000.]**

**[Film Studies 10 {1025} c. Cultural Difference and the Crime Film.]**

**[Film Studies 29 {1029} c. Historians, Comediennes, Storytellers: Women Filmmakers in the German-Speaking Countries.** (Same as **Gay and Lesbian Studies 29 {1029}**, **Gender and Women's Studies 29 {1029}**, and **German 29 {1029}**.)]

**Gay and Lesbian Studies 17 {1017} c. The Sexual Life of Colonialism: Gender and Sexuality in the Colonial World.** Fall 2012. Durba Mitra.

Explores histories of state control of sexuality and intimacy in the non-Western world in the eighteenth, nineteenth, and twentieth centuries. Addresses different forms of sexuality including interracial relationships between colonizers and the colonized, queer and same-sex desires, sexual outcasts like prostitutes, and the lives of transgender individuals. Readings



cover histories of gender and sexuality in the Arab-Islamic world, colonial South Asia, and colonial sub-Saharan Africa. (Same as **Gender and Women's Studies 16 {1016}** and **History 27 {1032}**.)

**Gay and Lesbian Studies 20 {1034} c. Lesbian Personae.** Spring 2013. Peter Coviello.

A study of the varied representations of same-sex desire between women across a range of twentieth-century novels and films. Concerned with questions of the visibility, and invisibility, of lesbian life; of the contours of lesbian childhood and adolescence; of the forms of difference between and among lesbians; and of the tensions, as well as the affinities, that mark relations between queer women and queer men. Authors may include Nella Larsen, Willa Cather, Carson McCullers, Ann Bannon, and others. (Same as **English 10 {1034}** and **Gender and Women's Studies 23 {1034}**.)

**Gay and Lesbian Studies 27 {1027} c. From Flowers of Evil to Pretty Woman: Prostitutes in Modern Western Culture.** Fall 2012. Jill S. Smith.

Explores the myriad ways that prostitutes have been represented in modern Western culture from the end of the nineteenth century to the present. By analyzing literary texts, visual artworks, and films from Europe and the United States, examines prostitution as a complex urban phenomenon and a vehicle through which artists and writers grapple with issues of labor, morality, sexuality, and gender roles. Introduces students to a variety of literary, artistic, musical, and filmic genres, as well as to different disciplinary approaches to the study of prostitution. Authors, artists, and film directors may include Baudelaire, Toulouse-Lautrec, Kirchner, Brecht/Weill, Pabst, Marshall, Scorsese, Spielmann, and Sting. (Same as **Gender and Women's Studies 27 {1027}** and **German 27 {1027}**.)

**Gay and Lesbian Studies 28 {1044} c. Queer Gardens.** Fall 2012. Terri Nickel.

Explores how the garden in Western literature and art serves as a space for desire. Pays special attention to the link between gardens and transgression. Also considers how gardens become eccentric spaces and call into question distinctions between nature and culture. Examines the work of gay and lesbian gardeners and traces how marginal identities find expression in specific garden spaces. Reconsiders one of the founding myths of Western culture: the idea of a lost Eden. Authors and gardeners may include Marvell, Lanyer, Pope, Seward, Dickinson, Burnett, Carroll, Sackville-West, Nichols, Jarman, and Pollan. (Same as **English 28 {1044}**.)

**[Gay and Lesbian Studies 29 {1029} c. Historians, Comediennes, Storytellers: Women Filmmakers in the German-Speaking Countries.** (Same as **Film Studies 29 {1029}**, **Gender and Women's Studies 29 {1029}**, and **German 29 {1029}**.)]

**Gender and Women's Studies 15 {1015} b. Women in the European Union.** Fall 2012. Kristen Ghodsee.

The European Union (EU) is an economic and political coalition of twenty-seven European countries. Created in the aftermath of World War II, the basic goal of the EU has been to ensure peace and prosperity to the continent by forging greater political ties between member states. Headquartered in Brussels, the EU Parliament and its associated Directorates try to coordinate social policies for all member states. Achieving gender equality is a core principle of the European Union and there is a large supranational bureaucracy whose sole aim is to promote and support women's full political, economic, and social participation in the EU. Examines the internal structure and politics of the EU with regards to its gender mainstreaming initiatives as they are implemented across the twenty-seven member states.

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Discusses electoral quotas, immigration, headscarves and religious minorities, demographic trends, maternity leaves, abortion, trafficking, prostitution, and the rise of women as leaders across the continent. Students write a series of research papers on specific countries and topics.

### **Gender and Women's Studies 16 {1016} c. The Sexual Life of Colonialism: Gender and Sexuality in the Colonial World.** Fall 2012. Durba Mitra.

Explores histories of state control of sexuality and intimacy in the non-Western world in the eighteenth, nineteenth, and twentieth centuries. Addresses different forms of sexuality including interracial relationships between colonizers and the colonized, queer and same-sex desires, sexual outcasts like prostitutes, and the lives of transgender individuals. Readings cover histories of gender and sexuality in the Arab-Islamic world, colonial South Asia, and colonial sub-Saharan Africa. (Same as **Gay and Lesbian Studies 17 {1017}** and **History 27 {1032}**.)

### **Gender and Women's Studies 20 {1020} c. In Sickness and in Health: Public Health in Europe and the United States.** Fall 2012. Susan Tananbaum.

Introduces a variety of historical perspectives on illness and health. Considers the development of scientific knowledge, and the social, political, and economic forces that have influenced public health policy. Topics include epidemics, maternal and child welfare, AIDS, and national health care. (Same as **History 20 {1010}**.)

### **Gender and Women's Studies 22 {1022} c. "Bad" Women Make Great History: Gender, Identity, and Society in Modern Europe, 1789–1945.** Fall 2013. Page Herrlinger.

Focuses on the lives and works of path-breaking women who defied the norms of modern European society in order to assume extraordinary and often controversial identities in a range of fields—as writers, scientists, performers, athletes, soldiers, and social and political activists. What does each woman's "deviance" reveal about cultural constructions of identity and the self in Modern Europe? About contemporary views on issues such as women's work, gender relations, education, marriage, sexuality, motherhood, health, and the struggle for civil and political rights? And when studied together, what do these women's experiences tell us about patterns of change and continuity with respect to definitions of masculinity vs. femininity, the public vs. private sphere, and the relationship of the individual to the modern state? (Same as **History 22 {1012}**.)

### **Gender and Women's Studies 23 {1034} c. Lesbian Personae.** Spring 2013. Peter Coviello.

A study of the varied representations of same-sex desire between women across a range of twentieth-century novels and films. Concerned with questions of the visibility, and invisibility, of lesbian life; of the contours of lesbian childhood and adolescence; of the forms of difference between and among lesbians; and of the tensions, as well as the affinities, that mark relations between queer women and queer men. Authors may include Nella Larsen, Willa Cather, Carson McCullers, Ann Bannon, and others. (Same as **English 10 {1034}** and **Gay and Lesbian Studies 20 {1034}**.)

### **Gender and Women's Studies 27 {1027} c. From Flowers of Evil to Pretty Woman: Prostitutes in Modern Western Culture.** Fall 2012. Jill S. Smith.

Explores the myriad ways that prostitutes have been represented in modern Western culture from the end of the nineteenth century to the present. By analyzing literary texts, visual artworks, and films from Europe and the United States, examines prostitution as a complex

urban phenomenon and a vehicle through which artists and writers grapple with issues of labor, morality, sexuality, and gender roles. Introduces students to a variety of literary, artistic, musical, and filmic genres, as well as to different disciplinary approaches to the study of prostitution. Authors, artists, and film directors may include Baudelaire, Toulouse-Lautrec, Kirchner, Brecht/Weill, Pabst, Marshall, Scorsese, Spielmann, and Sting. (Same as **Gay and Lesbian Studies 27 {1027}** and **German 27 {1027}**.)

**[Gender and Women's Studies 29 {1029} c. Historians, Comediennes, Storytellers: Women Filmmakers in the German-Speaking Countries.** (Same as **Film Studies 29 {1029}**, **Gay and Lesbian Studies 29 {1029}**, and **German 29 {1029}**.)]

**German 27 {1027} c. From Flowers of Evil to Pretty Woman: Prostitutes in Modern Western Culture.** Fall 2012. Jill Smith.

Explores the myriad ways that prostitutes have been represented in modern Western culture from the middle of the nineteenth century to the present. By analyzing literary texts, visual artworks, and films from Europe and the United States, examines prostitution as a complex urban phenomenon and a vehicle through which artists and writers grapple with issues of labor, morality, sexuality, and gender roles. Introduces students to a variety of literary, artistic, musical, and filmic genres, as well as to different disciplinary approaches to the study of prostitution. Authors, artists, and film directors may include Baudelaire, Toulouse-Lautrec, Kirchner, Wedekind, Pabst, Marshall, Scorsese, Spielmann, and Sting. (Same as **Gay and Lesbian Studies 27 {1027}** and **Gender and Women's Studies 27 {1027}**.)

**[German 29 {1029} c. Historians, Comediennes, Storytellers: Women Filmmakers in the German-Speaking Countries.** (Same as **Film Studies 29 {1029}**, **Gay and Lesbian Studies 29 {1029}**, and **Gender and Women's Studies 29 {1029}**.)]

**Government 10 {1030} b. The Pursuit of Peace.** Fall 2012. Allen L. Springer.

Examines different strategies for preventing and controlling armed conflict in international society, and emphasizes the role of diplomacy, international law, and international organizations in the peace-making process.

**Government 11 {1037} b. The Korean War.** Fall 2012. Christian P. Potholm.

The Korean War is often called “the forgotten war” because it is overshadowed by World War II and the Vietnam War, yet many important aspects and results of it are mirrored in the contemporary world. Korea is still divided and its situation as a buffer state between China, Russia, and Japan continues to have important policy ramifications for the United States. Focuses not just on the course of the war, but on the foreign policy assumptions of the two Korean governments, the United States, the People's Republic of China, and Russia.

**[Government 18 {1025} b. NGOs in Politics.]**

**[Government 19 {1020} b. East Asian Politics: Introductory Seminar.** (Same as **Asian Studies 19 {1045}**.)]

**Government 20 {1026} b. Global Media and Politics.** Fall 2012. Henry C. W. Laurence.

Examines the impact of media including the Internet, newspapers, and television, on politics and society in cross-national perspective. Asks how differences in the ownership and regulation of media affect how news is selected and presented, and looks at various forms of government censorship and commercial self-censorship. Also considers the role of the media and “pop culture” in creating national identities, perpetuating ethnic stereotypes, and providing regime legitimation; and explores the impact of satellite television and the Internet on rural societies and authoritarian governments.

**[Government 21 {1000} b. Citizenship and Representation in American Politics.]**

**Government 25 {1001} b. Representation, Participation, and Power in American Politics.** Fall 2012. Janet M. Martin.

An introductory seminar in American national politics. Readings, papers, and discussion explore the changing nature of power and participation in the American polity, with a focus on the interaction between individuals (non-voters, voters, party leaders, members of Congress, the President) and political institutions (parties, Congress, the executive branch, the judiciary). Not open to students who have credit for or are concurrently taking **Government 150**.

**Government 26 {1011} b. Fundamental Questions: Exercises in Political Theory.** Fall 2012. Jean M. Yarbrough.

Explores the fundamental questions in political life: What is justice? What is happiness? Are human beings equal or unequal by nature? Do they even have a nature, or are they “socially constructed”? Are there ethical standards for political action that exist prior to law and, if so, where do they come from? Nature? God? History? Readings may include Plato, Aristotle, the Bible, Machiavelli, Locke, Rousseau, Shakespeare, the American Founders, Tocqueville, and Nietzsche.

**Government 27 {1002} b. Political Leadership.** Fall 2012. Andrew C. Rudalevige.

We talk about political leadership all the time, mostly to complain about its absence. Leadership is surely one of the key elements of politics, but what does it mean? Do we know it when we see it? What kinds of leaders do we have, and what kinds do we want? How do modern democratic conceptions of governance mesh with older visions of authority? Of ethics? Looks both at real world case studies and the treatment of leadership in literature. Offers a wide variety of perspectives on leadership and the opportunities and dangers it presents—both for those who want to lead, and for those who are called upon to follow.

**Government 28 {1012} b. Human Being and Citizen.** Fall 2012. Paul N. Franco.

An introduction to the fundamental issues of political philosophy: human nature, the relationship between individual and political community, the nature of justice, the place of virtue, the idea of freedom, and the role of history. Readings span both ancient and modern philosophical literature. Authors may include Plato, Aristotle, Hobbes, Locke, Rousseau, the American Founders, Tocqueville, Mill, and Nietzsche.

**[History 11 {1018} c. Memoirs and Memory in American History.]**

**History 12 {1014} c. Utopia: Intentional Communities in America, 1630–1997.** Fall 2012. Sarah McMahon.

An examination of the evolution of utopian visions and utopian experiments that begins in 1630 with John Winthrop’s “City upon a Hill,” explores the proliferation of both religious and secular communal ventures between 1780 and 1920, and concludes with an examination of twentieth-century counterculture communes, intentional communities, and dystopian separatists. Readings include primary source accounts by members (letters, diaries, essays, etc.), “community” histories and apostate exposés, utopian fiction, and scholarly historical analyses. Discussions and essays focus on teaching students how to subject primary and secondary source materials to critical analysis.

**History 13 {1035} c. Living in the Sixteenth Century.** Fall 2014. Thomas D. Conlan.

Examines the nature of state and society in an age of turmoil. Studies patterns of

allegiances, ways of waging war, codes of conduct, and the social matrix of sixteenth-century Japan, based on primary and secondary sources. Kurosawa's masterpiece *Kage Musha* provides the thematic foundation for this course. (Same as **Asian Studies 11 {1025}**.)

*Note:* This course fulfills the pre-modern requirement for history majors.

**History 18 {1008} c. New Worlds, New Goods: Consumerism in Early Modern Europe.** Fall 2012. Meghan Roberts.

Examines the social, cultural, and political dimensions of consumerism in the early modern Atlantic world, from the discovery of the New World through the French Revolution. Considers how material objects like tulips, coffee, clothing, and furniture provide a lens through which we can study topics such as imperialism, gender, class, and national identity.

**History 20 {1010} c. In Sickness and in Health: Public Health in Europe and the United States.** Fall 2012. Susan Tananbaum.

Introduces a variety of historical perspectives on illness and health. Considers the development of scientific knowledge, and the social, political, and economic forces that have influenced public health policy. Topics include epidemics, maternal and child welfare, AIDS, and national health care. (Same as **Gender and Women's Studies 20 {1020}**.)

**History 22 {1012} c. "Bad" Women Make Great History: Gender, Identity, and Society in Modern Europe, 1789–1945.** Fall 2013. Page Herrlinger.

Focuses on the lives and works of path-breaking women who defied the norms of modern European society in order to assume extraordinary and often controversial identities in a range of fields—as writers, scientists, performers, athletes, soldiers, and social and political activists. What does each woman's "deviance" reveal about cultural constructions of identity and the self in Modern Europe? About contemporary views on issues such as women's work, gender relations, education, marriage, sexuality, motherhood, health, and the struggle for civil and political rights? And when studied together, what do these women's experiences tell us about patterns of change and continuity with respect to definitions of masculinity vs. femininity, the public vs. private sphere, and the relationship of the individual to the modern state? (Same as **Gender and Women's Studies 22 {1022}**.)

**History 25 {1016} c. The Civil War in Film.** Fall 2013. Patrick Rael.

Explores the American Civil War through an examination of popular films dedicated to the topic. Students analyze films as a representation of the past, considering not simply their historical subject matter, but also the cultural and political contexts in which they are made. Films include *The Birth of a Nation*, *Gone with the Wind*, *Glory*, and *Cold Mountain*. Weekly evening film screenings. (Same as **Africana Studies 25 {1025}**.)

**History 26 {1038} c. Globalizing India.** Fall 2012. Rachel Sturman.

Interrogates contemporary globalization by examining how Indians have interacted with and been shaped by the broader world, with a focus on the last two centuries. Topics include the place of India in the European imagination and vice versa; India's role in the rise of modern global capitalism and imperialism; and the distinctive features of contemporary globalization. (Same as **Asian Studies 26 {1035}**.)

**History 27 {1032} c. The Sexual Life of Colonialism: Gender and Sexuality in the Colonial World.** Fall 2012. Durba Mitra.

Explores histories of state control of sexuality and intimacy in the non-Western world in the eighteenth, nineteenth, and twentieth centuries. Addresses different forms of sexuality

## COURSES OF INSTRUCTION

including interracial relationships between colonizers and the colonized, queer and same-sex desires, sexual outcasts like prostitutes, and the lives of transgender individuals. Readings cover histories of gender and sexuality in the Arab-Islamic world, colonial South Asia, and colonial sub-Saharan Africa. (Same as **Gay and Lesbian Studies 17 {1017}** and **Gender and Women's Studies 16 {1016}**.)

**Latin American Studies 10 {1010} c. Music and Race in Latin America.** Fall 2012. Michael Birenbaum Quintero.

A historical survey examining the relationship between musical practice and racial thought in Latin America from the sixteenth century to the present day. Considers the links between non-Europeanized music and ideas of race by looking at travelers' accounts, government documents, and secondary sources. Tracks musical exchange and mixture between groups, and the mixed feelings of attraction and revulsion they provoked. Discusses the role of music in doctrines of racial "whitening" and civilizing. Examines the rise of nationalist folklore in the twentieth century and music's role in multiculturalism and cultural tourism in the twenty-first. Familiarizes students with various Latin American musical genres. (Same as **Africana Studies 18 {1018}** and **Music 10 {1010}**.)

**Music 10 {1010} c. Music and Race in Latin America.** Fall 2012. Michael Birenbaum Quintero.

A historical survey examining the relationship between musical practice and racial thought in Latin America from the sixteenth century to the present day. Considers the links between non-Europeanized music and ideas of race by looking at travelers' accounts, government documents, and secondary sources. Tracks musical exchange and mixture between groups, and the mixed feelings of attraction and revulsion they provoked. Discusses the role of music in doctrines of racial "whitening" and civilizing. Examines the rise of nationalist folklore in the twentieth century and music's role in multiculturalism and cultural tourism in the twenty-first. Familiarizes students with various Latin American musical genres. (Same as **Africana Studies 18 {1018}** and **Latin American Studies 10 {1010}**.)

**[Philosophy 16 {1036} c. Personal Ethics.]**

**Philosophy 18 {1038} c. Love.** Spring 2013. Sarah Conly.

Love. What is the nature and value of love? Why is love so important to us? Is love necessary for a successful life? If so, why? Is lifelong love possible? Is love selfish or unselfish? Is the search for love destructive? Uses philosophical texts and some fictional representations to examine these and other questions.

**Philosophy 28 {1028} c. A Philosopher's Dozen.** Fall 2012. Matthew Stuart.

An introduction to philosophy by way of twelve famous thought experiments. Explores central questions in metaphysics, epistemology, and ethics by considering such imaginary scenarios as the runaway trolley, Mary in the black and white room, the ailing violinist, the split-brain transplant, the evil neurosurgeon, twin earth, and the experience machine.

**Psychology 10 {1010} b. What's on Your Mind? An Introduction to the Brain and Behavior.** Fall 2012. Matthew Campolattaro.

A general introduction to the science of psychology, with a specific emphasis on the brain's control of human and animal behavior. Uses historical texts, "popular" science books, and primary literature to explore the mind-body connections within topics such as learning and memory, perception, development, stress, social behavior, personality, and choice.

[Religion 14 {1014} c. Heresy and Orthodoxy.]

[Religion 25 {1025} c. The Islamic Revolution of Iran.]

**Religion 27 {1027} c. Astral Religion in the Near East and Classical Antiquity.** Fall 2013. Robert Morrison.

Investigates astral religion and its relationship to astrological forecasting. Begins with a study of early astronomy, ancient Near Eastern omen texts, and the role of celestial bodies in ancient Near Eastern religion. Moves to classical expositions of astrology such as the Tetrabiblos and critics of astrological forecasting such as Cicero. Concludes with the reception of astrology in Islamic civilization and the role of astral causation in Islamic thought.

**Russian 22 {1022} c. “It Happens Rarely, Maybe, but It Does Happen”—Fantasy and Satire in East Central Europe.** Every other fall. Fall 2012. Raymond Miller.

Explores the fantastic in Russian and East European literature from the 1830s into the late twentieth century. Studies the origins of the East European fantastic in Slavic folklore and through the Romantic movement, and traces the historical development of the genre from country to country and era to era. Examines the use of the fantastic for the purpose of satire, philosophical inquiry, and social commentary, with particular emphasis on its critiques of nationalism, modernity, and totalitarianism. Authors include Nikolai Gogol', Mikhail Bulgakov, Karel Capek, Stanislaw Lem, and Franz Kafka.

**Sociology 10 {1010} b. Racism.** Fall 2012 and Spring 2013. Roy Partridge.

Examines issues of racism in the United States, with attention to the social psychology of racism, its history, its relationship to social structure, and its ethical and moral implications. (Same as **Africana Studies 10 {1010}**.)

[Sociology 22 {1022} b. In the Facebook Age.]

**Theater 10 {1010} c. Understanding Theater and Dance: Doing, Viewing, and Reviewing.** Fall 2012. Melissa Thompson.

The goal is appreciation and understanding of contemporary performance. Investigates critical perspectives on dance, drama, and other performance events. Develops viewing and writing skills: description, analysis, interpretation, evaluation. Attending live performances, on and off campus, watching films and videos, and participating in studio workshops with performers and writers provide a basis for four essays and other modes of critical response—written, oral, or visual. (Same as **Dance 10 {1010}**.)



## GAY AND LESBIAN STUDIES

David Collings, *Program Director*

Glynis Wears-Siegel, *Program Coordinator*

*Contributing Faculty:* Susan Bell†, Aviva Briefel, David A. Collings, Peter Coviello, Sarah O'Brien Conly, Guy Mark Foster, Celeste Goodridge, David Hecht†, Aaron Kitch†, Matthew Klinge\*\*, Elizabeth Pritchard, Marilyn Reizbaum, Nancy E. Riley\*\*, Jill S. Smith, Birgit Tautz\*\*, Krista Van Vleet, William Watterson

The interdisciplinary Gay and Lesbian Studies Program coordinates courses that incorporate research on sexuality, particularly on gay, lesbian, bisexual, and transgender people. Drawing on a variety of approaches in several disciplines, such as queer theory and the history of sexuality, the program examines constructions of sexuality in institutions of knowledge, in aesthetic representation, and in modes of social practice, examining the question of sexual identity and performance across cultures and historical periods.

### Requirements for the Minor in Gay and Lesbian Studies

The minor consists of five courses: **Gay and Lesbian Studies 201** and four other courses from the offerings listed below, some of which will change with every academic year. Among the latter four courses, at least one must come from the social sciences and at least one from the arts and humanities division, and no more than two courses may come from any single department. Only one independent study may be counted toward the minor. Students must earn a grade of C- or better in order to have a course count toward the minor.

### First-Year Seminars

For a full description of first-year seminars, see pages 155–167.

**17 {1017} c. The Sexual Life of Colonialism: Gender and Sexuality in the Colonial World.** Fall 2012. Durba Mitra. (Same as **Gender and Women's Studies 16 {1016}** and **History 27 {1032}**.)

**20 {1034} c. Lesbian Personae.** Spring 2013. Peter Coviello. (Same as **English 10 {1034}** and **Gender and Women's Studies 23 {1034}**.)

**27 {1027} c. From Flowers of Evil to Pretty Woman: Prostitutes in Modern Western Culture.** Fall 2012. Jill S. Smith. (Same as **Gender and Women's Studies 27 {1027}** and **German 27 {1027}**.)

**28 {1044} c. Queer Gardens.** Fall 2012. Terri Nickel. (Same as **English 28 {1044}**.)

**[29 {1029} c. Historians, Comediennes, Storytellers: Women Filmmakers in the German-Speaking Countries.** (Same as **Film Studies 29 {1029}**, **Gender and Women's Studies 29 {1029}**, and **German 29 {1029}**.)]

### Introductory, Intermediate, and Advanced Courses

**116 {1116} c. Christian Sexual Ethics.** Fall 2012. Elizabeth Pritchard.

An examination of the themes, varieties, and conflicts of Christian teachings and practices regarding sex and sexuality. Source materials include the Bible, historical analyses, Church dogmatics, legal cases, and ethnographic studies. Topics include celibacy and marriage, the development and status of sexual orientations, natural law, conversion therapy, reproductive



rights and technologies, and comparative religious ethics. (Same as **Gender and Women's Studies 117 {1117}** and **Religion 116 {1116}**.)

**200 {2010} c. Sex and the Word: Psychoanalysis and Literature.** Fall 2012. Peter Coviello.

Seminar. In its founding, psychoanalysis—Freud's ambivalently "scientific" framework for explicating desire—was an art of interpretation. Examines the things sex, literature, and interpretation might have to say to one another; particularly close attention paid to how psychoanalytic reading has developed as a vocabulary for describing the enlivening errancies of literary artifacts. Writers likely to include Freud, James, Cather, Larsen, Baldwin, Roth, and others. (Same as **English 265 {2001}**.)

Prerequisite: One first-year seminar or 100-level course in English.

**201 {2001} - ESD. Gay and Lesbian Studies.** Every year. Fall 2012. David Collings.

An introduction to the materials, major themes, and defining methodologies of gay and lesbian studies. Considers in detail both the most visible contemporary dilemmas involving homosexuality (queer presence in pop culture, civil rights legislation, gay-bashing, AIDS, identity politics) as well as the great variety of interpretive approaches these dilemmas have, in recent years, summoned into being. Such approaches borrow from the scholarly practices of literary and artistic exegesis, history, political science, feminist theory, and psychoanalysis—to name only a few. An abiding concern over the semester is to discover how a discipline so variously influenced conceives of and maintains its own intellectual borders. Course materials include scholarly essays, journalism, films, novels, and a number of lectures by visiting faculty.

**202 {2002} c. Victorian Urban Narratives.** Fall 2012. Aviva Briefel.

Seminar. An exploration of London as space and character in Victorian literary narratives. Considers such topics as the intersections between identity and urban setting; the relationship between genre and literary space; and the overlaps in mappings of cities and narratives. Consideration of literary and cultural theory and criticism is central. Authors may include Conrad, Dickens, Dixon, Doyle, Gissing, Marsh, and Wilde. (Same as **English 208 {2002}** and **Gender and Women's Studies 202 {2202}**.)

Prerequisite: One first-year seminar or 100-level course in English.

**210 {2110} b - ESD, IP. Global Sexualities, Local Desires.** Fall 2012. Krista Van Vleet.

Explores the variety of practices, performances, and ideologies of sexuality through a cross-cultural perspective. Focusing on contemporary anthropological scholarship on sexuality and gender, asks whether Western conceptions of "sexuality," "sex," and "gender" help us understand the lives and desires of people in other social and cultural contexts. Topics may include Brazilian transgendered prostitutes (travesti), intersexuality, and the naturalization of sex; "third gendered" individuals and religion in Native North America, India, and Chile; language and the performance of sexuality by drag queens in the United States; transnationalism and the global construction of "gay" identity in Indonesia; lesbian and gay kinship; AIDS in Cuba and Brazil; and Japanese Takarazuka theater. In addition to ethnographic examples of alternative genders and sexualities (so called "third genders" and non-heterosexual sexualities) in both Western and non-Western contexts, also presents the major theoretical perspectives and methodological approaches used by anthropologists to understand sexuality, and considers how shifts in feminist and queer politics have also required anthropologists to focus on other social differences such as class, race, ethnicity,

and post-colonial relations. (Same as **Anthropology 210 {2110}** and **Gender and Women's Studies 210 {2210}**.)

Prerequisite: **Anthropology 101** or **Sociology 101**, or permission of the instructor.

**212 {2120} c. Gender, Sexuality, and Schooling.** Fall 2012. Doris Santoro.

Schools are sites where young people learn to “do” gender and sexuality through direct instruction, the hidden curriculum, and peer-to-peer learning. In schools, gender and sexuality are challenged, constrained, constructed, normalized, and performed. Explores instructional and curricular reforms that have attempted to address students’ and teachers’ sexual identities and behavior. Examines the effects of gender and sexual identity on students’ experience of school, their academic achievement, and the work of teaching. Topics may include Compulsory Heterosexuality in the Curriculum; The Gender of the Good Student and Good Teacher; Sex Ed in an Age of Abstinence. (Same as **Education 212 {2212}** and **Gender and Women's Studies 282 {2282}**.)

Prerequisite: **Education 101**, **Gay and Lesbian Studies 201**, or **Gender and Women's Studies 101**.

**229 {2681} c - ESD. Science, Sex, and Politics.** Spring 2014. David Hecht.

Examines the intersection of science, sex, and politics in twentieth-century United States history. Issues of sex and sexuality have been contested terrain over the past hundred years, as varying conceptions of gender, morality, and “proper” sexual behavior have become politically and socially controversial. Explores the way that science has impacted these debates—often as a tool by which activists of varying political and intellectual persuasions have attempted to use notions of scientific objectivity and authority to advance their agendas. Explores debates over issues such as birth control, eugenics, abortion, and the “gay gene.” (Same as **Gender and Women's Studies 230 {2230}** and **History 229 {2201}**.)

**240 {2400} c. Loves of the Plants: Botany and Desire in the Eighteenth Century.** Spring 2013. Terri Nickel.

Invasive foreigners, licentious women, polygamous tribes, hermaphrodites—these were some of the personae eighteenth-century men and women imagined in their encounters with plants. Explores how the introduction of new flora collected through global exploration and Linnaeus’s invention of sexual taxonomy reshaped eighteenth-century aesthetic practices, including poetry, fiction, art, and garden design. Traces how writers of the era mapped cultural ideas about nationality, sex, and gender onto the natural world. Authors may include Marvell, Addison, Pope, Cowper, Garrick, Erasmus Darwin, Shenstone, Delany, Hannah More, Sarah Scott, Walpole, and Austen. (Same as **English 234 {2303}** and **Environmental Studies 239 {2439}**.)

Prerequisite: One first-year seminar or 100-level course in English.

*Note:* This course fulfills the pre-1800 literature requirement for English majors.

**244 {2404} c. Victorian Crime.** Every other year. Fall 2012. Aviva Briefel.

Investigates literary representations of criminality in Victorian England. Of central concern is the construction of social deviancy and criminal types; images of disciplinary figures, structures, and institutions; and the relationship between generic categories (the detective story, the Gothic tale, the sensation novel) and the period’s preoccupation with transgressive behavior

and crime. Authors may include Braddon, Collins, Dickens, Doyle, Stevenson, and Wells. (Same as **English 244 {2404}** and **Gender and Women's Studies 244 {2244}**.)

Prerequisite: One first-year seminar or 100-level course in English or gender and women's studies, or **Gay and Lesbian Studies 201**.

**245 {2451} c. Modernism/Modernity.** Every other year. Fall 2013. Marilyn Reizbaum.

Examines the cruxes of the "modern," and the term's shift into a conceptual category rather than a temporal designation. Although not confined to a particular national or generic rubric, takes British works as a focus. Organized by movements or critical formations of the modern, i.e., modernisms, psychoanalysis, postmodernism, cultural critique. Readings of critical literature in conjunction with primary texts. Authors/directors/works may include T. S. Eliot, Joyce's *Dubliners*, Lawrence's *Sons and Lovers*, Sontag's *On Photography*, W. G. Sebald's *The Natural History of Destruction*, Ian McEwan's *Enduring Love*, Stevie Smith, Kureishi's *My Son the Fanatic*, and Coetzee's *Disgrace*. (Same as **English 245 {2451}** and **Gender and Women's Studies 247 {2247}**.)

Prerequisite: One first-year seminar or 100-level course in English, gay and lesbian studies, or gender and women's studies.

**265 {2653} c. Interracial Narratives.** Fall 2012. Guy Mark Foster.

Examines the stories that Americans have told about intimate relationships that cross the color line in the twentieth- and twenty-first-century imaginative and theoretical texts. Considers how these stories have differed according to whether the participants are heterosexual or homosexual, men or women, Black, White, Asian, Latino, or indigenous. Explores the impact historically changing notions of race, gender, sexuality, and U.S. citizenship have had on the production of these stories. Texts include literature, film, Internet dating sites, and contemporary debates around mixed-race identity and the United States census. (Same as **Africana Studies 205 {2653}**, **English 209 {2653}**, and **Gender and Women's Studies 283 {2283}**.)

Prerequisite: One first-year seminar or 100-level course in English.

**266 {2266} c - ESD. The City as American History.** Fall 2013. Matthew Klinge.

Seminar. America is an urban nation today, yet Americans have had deeply ambivalent feelings toward the city over time. Explores the historical origins of that ambivalence by tracing several overarching themes in American urban history from the seventeenth century to the present. Topics include race and class relations, labor, design and planning, gender and sexual identity, immigration, politics and policy, scientific and technological systems, violence and crime, religion and sectarian disputes, and environmental protection. Discussions revolve around these broad themes, as well as regional distinctions between American cities. Students are required to write several short papers and one longer paper based upon primary and secondary sources. (Same as **History 226 {2660}**.)

**275 {2600} b. Gender and Sexuality in Contemporary Eastern Europe.** Spring 2013. Kristen Ghodsee.

Seminar. Examines the current scholarship on gender and sexuality in modern Eastern Europe: the countries of the former Soviet Union, the successor states of Yugoslavia, Poland, Hungary, Romania, The Czech Republic, Slovakia, Bulgaria, and Albania. Focusing on research produced by academics based in the region, examines the dialogue and interchange of ideas between East and West, and how knowledge about the region is dialectically produced by both Western feminists and East European gender studies

## COURSES OF INSTRUCTION

scholars. Topics include the women question before 1989; nationalism, fertility, and population decline; patterns and expectations for family formation; the politics of EU gender mainstreaming; visual representations in television and film; social movements; work; romance and intimacy; spirituality; and the status of academic gender studies in the region. (Same as **Gender and Women's Studies 275 {2600}**.)

Prerequisite: **Gender and Women's Studies 101**.

**291–294 {2970–2973}. Intermediate Independent Study in Gay and Lesbian Studies.** The Program.

**299 {2999}. Intermediate Collaborative Study in Gay and Lesbian Studies.** The Program.

**310 {3310} c. Gay and Lesbian Cinema.** Spring 2013. Tricia Welsch.

Considers both mainstream and independent films made by or about gay men and lesbians. Four intensive special topics each semester, which may include classic Hollywood stereotypes and euphemisms; the power of the box office; coming of age and coming out; the social problem film; key figures; writing history through film; queer theory and queer aesthetics; revelation and revaluations of film over time; autobiography and documentary; the AIDS imperative. Writing intensive; attendance at evening film screenings is required. (Same as **Film Studies 310 {3310}** and **Gender and Women's Studies 310 {3310}**.)

Prerequisite: One course in film studies or permission of the instructor.

**316 {3000} c. Shakespeare's Sonnets.** Spring 2013. William Watterson.

Close reading of Shakespeare's 154 sonnets and the appended narrative poem "A Lover's Complaint," which accompanies them in the editio princeps of 1609. Required texts include the New Arden edition of *Shakespeare's Sonnets* (1997) edited by Katherine Duncan-Jones, and Helen Vendler's *The Art of Shakespeare's Sonnets* (1998). Critical issues examined include the dating of the sonnets, the order in which they appear, their rhetorical and architectural strategies, and their historical and autobiographical content. (Same as **English 316 {3000}**.)

Prerequisite: One 200-level course in English or gay and lesbian studies, or permission of the instructor.

*Note:* This course fulfills the pre-1800 literature requirement for English majors.

**318 {3018} c. Oscar Wilde.** Spring 2013. Aviva Briefel.

An in-depth study of Wilde's fiction, poetry, drama, and critical essays within the context of *fin-de-siècle* British culture. Topics include decadence, aestheticism, dandyism, queer performance, and the Wilde trials. Also examines Wilde's position within current literary criticism. (Same as **English 318 {3018}**.)

Prerequisite: One 200-level course in English or gay and lesbian studies, or permission of the instructor.

**346 {3346} c. Philosophy of Gender: Sex and Love.** Fall 2012. Sarah Conly.

Issues of sex and love preoccupy us but may not be well understood. Considers what "counts" as having sex, why that matters, and what it is to love someone. These and other relevant topics explored through readings and discussion. (Same as **Gender and Women's Studies 346 {3346}** and **Philosophy 346 {3346}**.)

## GENDER AND WOMEN'S STUDIES

Kristen Ghodsee, *Program Director*

Anne E. Clifford, *Program Administrator*

*Professor:* Jennifer Scanlon†

*Associate Professor:* Kristen R. Ghodsee

*Visiting Faculty:* Samaa Abdurraqib

*Fellow:* Durba Mitra (History)

*Contributing Faculty:* Susan Bell†, Aviva Briefel, Jorunn Buckley, Judith S. Casselberry†, David A. Collings, Rachel Ex Connelly†, Sara A. Dickey, Pamela M. Fletcher, Celeste Goodridge, David Hecht†, Ann L. Kibbie†, Raymond Miller, Elizabeth Pritchard, Marilyn Reizbaum, Nancy E. Riley\*\*, Rachel Sturman, Susan L. Tananbaum, Birgit Tautz\*\*, Shu-chin Tsui, Krista Van Vleet

The gender and women's studies curriculum is an interdisciplinary program that incorporates recent research on women and gender. Gender and women's studies combines the scholarly traditions of each field in new and productive ways to develop a culture of critical thinking about sexuality, gender, race, and class. Courses in gender and women's studies investigate the experience of women and men in light of the social construction of gender and its meaning across cultures and historic periods. Gender construction is explored as an institutionalized means of structuring inequality and dominance. The program offers a wide range of courses taught by faculty members from many departments and programs.

### Requirements for the Major in Gender and Women's Studies

The major consists of nine courses, including three required core courses—**Gender and Women's Studies 101, 201**, and a 300-level capstone seminar—that are designed to illuminate the diverse realities of women's experience while making available some of the main currents of feminist thought.

The six remaining courses for the major may be chosen from the set of gender and women's studies courses, or from a set of courses in other disciplines that have been approved by the Gender and Women's Studies Program Committee to count towards the major. Gender and women's studies courses are numbered to indicate the level of course instruction. The general level of instruction is indicated by the first number, so that courses below **30** are first-year seminars, **100–199** are general introductory courses, **200–290** are general intermediate-level courses, and **300** and higher are advanced seminars intended for juniors and seniors.

In total, no more than three of the six elective courses may be from any single department outside of gender and women's studies. The departmental affiliation of the course is considered the department of which the instructor is a member. Courses will count toward the major if grades of C- or better are earned. One course taken with the Credit/D/Fail grading option may count for the major as long as a CR (Credit) grade is earned for the course.

During the spring of their junior year, students who wish to undertake an honors project must secure the agreement of a faculty member to supervise their independent study project. The honors project supervisor must have taught gender and women's studies courses and served on the Gender and Women's Studies Program Committee. If the student's chosen supervisor has not fulfilled both of these requirements, the student may appeal for permission from that committee. Two semesters of advanced independent study (**Gender and Women's Studies**

## COURSES OF INSTRUCTION

**401** and **402**) are required for an honors project in gender and women's studies. No more than two independent study courses may count toward the gender and women's studies major.

### Requirements for the Minor in Gender and Women's Studies

The minor consists of **Gender and Women's Studies 101** and **201**, normally taken in the first or second year, and three additional courses. With the agreement of the major department, students may count one of their major courses for this minor. Only two courses from any single department outside of gender and women's studies will count toward the minor. All courses must be taken on a graded basis (not Credit/D/Fail) and students must earn a grade of C- or better in order for a course to count toward the minor.

### First-Year Seminars

For a full description of first-year seminars, see pages 155–167.

**15 {1015} b. Women in the European Union.** Fall 2012. Kristen Ghodsee.

**16 {1016} c. The Sexual Life of Colonialism: Gender and Sexuality in the Colonial World.** Fall 2012. Durba Mitra. (Same as **Gay and Lesbian Studies 17 {1017}** and **History 27 {1032}**.)

**20 {1020} c. In Sickness and in Health: Public Health in Europe and the United States.** Fall 2012. Susan Tananbaum. (Same as **History 20 {1010}**.)

**22 {1022} c. "Bad" Women Make Great History: Gender, Identity, and Society in Modern Europe, 1789–1945.** Fall 2013. Page Herrlinger. (Same as **History 22 {1012}**.)

**23 {1034} c. Lesbian Personae.** Spring 2013. Peter Coviello. (Same as **English 10 {1034}** and **Gay and Lesbian Studies 20 {1034}**.)

**27 {1027} c. From Flowers of Evil to Pretty Woman: Prostitutes in Modern Western Culture.** Fall 2012. Jill S. Smith. (Same as **Gay and Lesbian Studies 27 {1027}** and **German 27 {1027}**.)

**[29 {1029} c. Historians, Comediennes, Storytellers: Women Filmmakers in the German-Speaking Countries.** (Same as **Film Studies 29 {1029}**, **Gay and Lesbian Studies 29 {1029}**, and **German 29 {1029}**.)]

### Introductory, Intermediate, and Advanced Courses

**101 {1101} b - ESD. Introduction to Gender and Women's Studies.** Fall 2012 and Spring 2013. Samaa Abdurraqib.

An interdisciplinary introduction to the issues, perspectives, and findings of the new scholarship that examines the role of gender in the construction of knowledge. Explores what happens when women become the subjects of study; what is learned about women; what is learned about gender; and how disciplinary knowledge itself is changed.

**102 {1102} c - ESD, VPA. Cultural Choreographies: An Introduction to Dance.** Spring 2013. Paul Sarvis.

Dancing is a fundamental human activity, a mode of communication, and a basic force in social life. Investigates dance and movement in the studio and classroom as aesthetic and cultural phenomena. Explores how dance and movement activities reveal information about cultural norms and values and affect perspectives in our own and other societies. Using ethnographic methods, focuses on how dancing maintains and creates conceptions of one's own body, gender relationships, and personal and community identities. Experiments with dance and

movement forms from different cultures and epochs—for example, the hula, New England contradance, classical Indian dance, Balkan kolos, ballet, contact improvisation, and African American dance forms from swing to hip-hop—through readings, performances, workshops in the studio, and field work. (Same as **Dance 101 {1102}.**)

**117 {1117} c. Christian Sexual Ethics.** Fall 2012. Elizabeth Pritchard.

An examination of the themes, varieties, and conflicts of Christian teachings and practices regarding sex and sexuality. Source materials include the Bible, historical analyses, Church dogmatics, legal cases, and ethnographic studies. Topics include celibacy and marriage, the development and status of sexual orientations, natural law, conversion therapy, reproductive rights and technologies, and comparative religious ethics. (Same as **Gay and Lesbian Studies 116 {1116}** and **Religion 116 {1116}.**)

**140 {1592} c. History of Hip-Hop.** Fall 2012. Tracy McMullen.

Traces the history of hip-hop culture (with a focus on rap music) from its beginnings in the Caribbean through its transformation into a global phenomenon. Explores constructions of race, gender, class, and sexuality in hip-hop's production, promotion, and consumption, as well as the ways in which changing media technology and corporate consolidation influenced the music. Artists/bands investigated include Grandmaster Flash, Public Enemy, MC Lyte, Lil' Kim, Snoop Dog, Eminem, Nicki Minaj, and DJ Spooky. (Same as **Africana Studies 159 {1592}** and **Music 140 {1592}.**)

**201 {2201} b - ESD. Feminist Theory.** Fall 2012. Samaa Abdurraqib.

The history of women's studies and its transformation into gender studies and feminist theory has always included a tension between creating "woman," and political and theoretical challenges to that unity. Examines that tension in two dimensions: the development of critical perspectives on gender and power relations both within existing fields of knowledge, and within the continuous evolution of feminist discourse itself.

Prerequisite: **Gender and Women's Studies 101** or permission of the instructor.

**202 {2202} c. Victorian Urban Narratives.** Fall 2012. Aviva Briefel.

Seminar. An exploration of London as space and character in Victorian literary narratives. Considers such topics as the intersections between identity and urban setting; the relationship between genre and literary space; and the overlaps in mappings of cities and narratives. Consideration of literary and cultural theory and criticism is central. Authors may include Conrad, Dickens, Dixon, Doyle, Gissing, Marsh, and Wilde. (Same as **English 208 {2002}** and **Gay and Lesbian Studies 202 {2002}.**)

Prerequisite: One first-year seminar or 100-level course in English.

**206 {2209} c - ESD. Gender and Islam.** Spring 2013. Jorunn Buckley.

Explores categories for interpreting female symbolism in Islamic thought and practice, and women's religious, legal, and political status in Islam. Attention is given to statements about women in the Qur'an, as well as other traditional and current Islamic texts. Emphasis on analysis of gender in public versus private spheres, individual vs. society, Islamization vs. modernization/Westernization, and the placement/displacement of women in the traditionally male-dominated Islamic power structures. Students may find it helpful to have taken **Religion 208**, but it is not a prerequisite. (Same as **Religion 209 {2209}.**)



**207 {2207} c - ESD, VPA. Black Women, Politics, Music, and the Divine.** Fall 2014. Judith Casselberry.

Seminar. Examines the convergence of politics and spirituality in the musical work of contemporary Black women singer-songwriters in the United States. Analyzes material that interrogates and articulates the intersections of gender, race, class, and sexuality, generated across a range of religious and spiritual terrains with African diasporic/Black Atlantic spiritual moorings, including Christianity, Islam, and Yoruba. Focuses on material that reveals a womanist (Black feminist) perspective by considering the ways resistant identities shape and are shaped by artistic production. Employs an interdisciplinary approach by incorporating ethnomusicology, anthropology, literature, history, and performance and social theory. Explores the work of Shirley Caesar, The Clark Sisters, Me'shell Ndegeocello, Abby Lincoln, Sweet Honey in the Rock, and Dianne Reeves, among others. (Same as **Africana Studies 201 {2201}**, **Music 201 {2591}**, and **Religion 201 {2201}**.)

**210 {2210} b - ESD, IP. Global Sexualities, Local Desires.** Fall 2012. Krista Van Vleet.

Explores the variety of practices, performances, and ideologies of sexuality through a cross-cultural perspective. Focusing on contemporary anthropological scholarship on sexuality and gender, asks whether Western conceptions of "sexuality," "sex," and "gender" help us understand the lives and desires of people in other social and cultural contexts. Topics may include Brazilian transgendered prostitutes (travesti), intersexuality, and the naturalization of sex; "third gendered" individuals and religion in Native North America, India, and Chile; language and the performance of sexuality by drag queens in the United States; transnationalism and the global construction of "gay" identity in Indonesia; lesbian and gay kinship; AIDS in Cuba and Brazil; and Japanese Takarazuka theater. In addition to ethnographic examples of alternative genders and sexualities (so called "third genders" and non-heterosexual sexualities) in both Western and non-Western contexts, also presents the major theoretical perspectives and methodological approaches used by anthropologists to understand sexuality, and considers how shifts in feminist and queer politics have also required anthropologists to focus on other social differences such as class, race, ethnicity, and post-colonial relations. (Same as **Anthropology 210 {2110}** and **Gay and Lesbian Studies 210 {2110}**.)

Prerequisite: **Anthropology 101** or **Sociology 101**, or permission of the instructor.

**[218 {2218} b - IP. Sex and Socialism: Gender and Political Ideologies of the Twentieth Century.]**

**220 {2510} c - IP, VPA. Soviet Worker Bees, Revolution, and Red Love in Russian Film.** Fall 2012. Kristina Toland.

Explores twentieth-century Russian society through critical analysis of film, art, architecture, music, and literature. Topics include scientific utopias, eternal revolution, individual freedom versus collectivism, conflict between the intelligentsia and the common man, the "new Soviet woman," nationalism, the thaw and double-think, stagnation of the 1970s, post-glasnost sexual liberation, and black hole post-soviet film. Works of Eisenstein, Vertov, Pudovkin, Tarkovsky, Kandinsky, Chagall, Mayakovsky, Bulgakov, Pasternak, Brodsky, Akhmatova, Solzhenitsyn, Petrushevskaya, and Tolstaya. Weekly film viewings. Russian majors are required to do some reading in Russian. (Same as **Russian 221 {2221}**.)

*Note:* May be counted towards a minor in film studies.



**221 {2221} c. Dostoevsky and the Novel.** Spring 2013. Raymond Miller.

Examines Fyodor Dostoevsky's later novels. Studies the author's unique brand of realism ("fantastic realism," "realism of a higher order"), which explores the depths of human psychology and spirituality. Emphasis on the anti-Western, anti-materialist bias of Dostoevsky's quest for meaning in a world growing increasingly unstable, violent, and cynical. Special attention is given to the author's treatment of urban poverty and the place of women in Russian society. (Same as **Russian 223 {2223}**.)

**222 {2222} b - ESD. "The Wire": Race, Class, Gender, and the Urban Crisis.** Spring 2015. Brian Purnell.

Postwar U.S. cities were considered social, economic, political, and cultural zones of "crisis." African Americans—their families, gender relations; their relationship to urban political economy, politics, and culture—were at the center of this discourse. Using David Simon's epic series, *The Wire*, as a critical source on postindustrial urban life, politics, conflict, and economics, covers the origins of the "urban crisis," the rise of an "underclass" theory of urban class relations, the evolution of the urban "underground economy," and the ways the "urban crisis" shaped depictions of African Americans in American popular culture. (Same as **Africana Studies 220 {2220}** and **Sociology 220 {2220}**.)

Prerequisite: **Africana Studies 101**, **Education 101**, **Gender and Women's Studies 101**, or **Sociology 101**, or permission of the instructor.

**[223 {2223} b - ESD. Cultural Interpretations of Medicine.** (Same as **Sociology 223 {2223}**.)]**230 {2230} c - ESD. Science, Sex, and Politics.** Spring 2014. David Hecht.

Examines the intersection of science, sex, and politics in twentieth-century United States history. Issues of sex and sexuality have been contested terrain over the past hundred years, as varying conceptions of gender, morality, and "proper" sexual behavior have become politically and socially controversial. Explores the way that science has impacted these debates—often as a tool by which activists of varying political and intellectual persuasions have attempted to use notions of scientific objectivity and authority to advance their agendas. Explores debates over issues such as birth control, eugenics, abortion, and the "gay gene." (Same as **Gay and Lesbian Studies 229 {2681}** and **History 229 {2201}**.)

**232 {2232} c - ESD. Transatlantic Crossings.** Fall 2012. Terri Nickel.

Traces the circulation of narratives at the height of Britain's colonial power in the Americas. Situates such literary commerce alongside the larger exchange of people and goods and focuses on the fluctuating nature of national, racial, and sexual identities in the circum-Atlantic world. Explores how literary texts attempted, and often failed, to sustain "Englishness" in the face of separation, revolution, or insurrection. Of special interest are figures who move across the Atlantic divide and exploit the possibility of multiple roles—sailors, pirates, freed or escaped slaves, female soldiers. Texts may include *General History of the Pirates*; *The Woman of Colour*; *Moll Flanders*; *The History of Emily Montague*; *Obi, or the History of Three-Fingered Jack*; *The Interesting Narrative of the Life of Olandub Equiano*; the *Journals* of Janet Schaw; *The History of Mary Prince*; *The Female American*. (Same as **Africana Studies 234 {2703}** and **English 233 {2703}**.)

Prerequisite: One first-year seminar or 100-level course in English.

*Note:* This course fulfills the pre-1800 literature requirement for English majors.

**233 {2233} b. Gender and Secularisms: Comparative Cultures of Church-State Relations.** Fall 2012. Kristen R. Ghodsee.

Examines the gendered implications of different ideologies informing the post-Enlightenment separation of Church and State. Students will be expected to engage with recent critical scholarship on secularism, post-secularism, and the process of secularization. Asks how different configurations of religion and politics shape collective definitions of the public and private sphere and how these particular conceptions then affect gender relations between men and women. Examines competing histories of secularization as well as engages with recent controversies such as the headscarf bans in Turkey and France and the issue of abstinence-only sex education in school in the United States. In particular, explores the paradox of trying to simultaneously uphold gender equality and protect religious freedoms when these two goals are seemingly at odds.

[237 {2237} b - ESD, IP, Family, Gender, and Sexuality in Latin America. (Same as Anthropology 237 {2737} and Latin American Studies 237 {2737}.)]

**239 {2240} c. Women and the Eighteenth-Century Novel.** Spring 2014. Ann Kibbie.

Explores how women are represented in eighteenth-century fiction and the impact of women readers and women writers on the development of the novel. Authors include Daniel Defoe, Samuel Richardson, Frances Burney, and Jane Austen. (Same as **English 232 {2302}**.)

Prerequisite: One first-year seminar or 100-level course in English or gender and women's studies.

*Note:* This course fulfills the pre-1800 literature requirement for English majors.

**244 {2244} c. Victorian Crime.** Fall 2012. Aviva Briefel.

Investigates literary representations of criminality in Victorian England. Of central concern is the construction of social deviancy and criminal types; images of disciplinary figures, structures, and institutions; and the relationship between generic categories (the detective story, the Gothic tale, the sensation novel) and the period's preoccupation with transgressive behavior and crime. Authors may include Braddon, Collins, Dickens, Doyle, Stevenson, and Wells. (Same as **English 244 {2404}** and **Gay and Lesbian Studies 244 {2404}**.)

Prerequisite: One first-year seminar or 100-level course in English or gender and women's studies, or **Gay and Lesbian Studies 201**.

**247 {2247} c. Modernism/Modernity.** Every other year. Fall 2013. Marilyn Reizbaum.

Examines the cruxes of the "modern," and the term's shift into a conceptual category rather than a temporal designation. Although not confined to a particular national or generic rubric, takes British works as a focus. Organized by movements or critical formations of the modern, i.e., modernisms, psychoanalysis, postmodernism, cultural critique. Readings of critical literature in conjunction with primary texts. Authors/directors/works may include T. S. Eliot, Joyce's *Dubliners*, Lawrence's *Sons and Lovers*, Sontag's *On Photography*, W. G. Sebald's *The Natural History of Destruction*, Ian McEwan's *Enduring Love*, Stevie Smith, Kureishi's *My Son the Fanatic*, and Coetzee's *Disgrace*. (Same as **English 245 {2451}** and **Gay and Lesbian Studies 245 {2451}**.)

Prerequisite: One first-year seminar or 100-level course in English, gay and lesbian studies, or gender and women's studies.

**248 {2248} c - ESD. Family and Community in American History, 1600–1900.** Fall 2012. Sarah McMahon.

Examines the social, economic, and cultural history of American families from 1600 to 1900, and the changing relationship between families and their kinship networks, communities, and the larger society. Topics include gender relationships; racial, ethnic, cultural, and class variations in family and community ideals, structures, and functions; the purpose and expectations of marriage; philosophies of child-rearing; organization of work and leisure time; and the effects of industrialization, urbanization, immigration, and social and geographic mobility on patterns of family life and community organization. (Same as **History 248 {2128}**.)

**249 {2601} c. History of Women's Voices in America.** Spring 2013. Sarah McMahon.

Seminar. Examines women's voices in America from 1650 to the twentieth century, as these emerged in private letters, journals, and autobiographies; poetry, short stories, and novels; essays, addresses, and prescriptive literature. Readings from the secondary literature provide a historical framework for examining women's writings. Research projects focus on the form and content of women's literature and the ways that it illuminates women's understandings, reactions, and responses to their historical situation. (Same as **History 249 {2609}**.)

Prerequisite: One course in history.

**251 {2251} c - ESD. Women in American History, 1600–1900.** Spring 2014. Sarah McMahon.

A social history of American women from the colonial period through the nineteenth century. Examines women's changing roles in both public and private spheres; the circumstances of women's lives as these were shaped by class, ethnic, and racial differences; the recurring conflict between the ideals of womanhood and the realities of women's experience; and focuses on family responsibilities, paid and unpaid work, religion, education, reform, women's rights, and feminism. (Same as **History 246 {2126}**.)

**252 {2518} c. Empire of Feeling.** Every other year. Fall 2014. Peter Coviello.

A study of the relations between sentiment and belonging across the American nineteenth century. Considers how a language of impassioned feeling promised to consolidate a nation often bitterly divided, and some of the problems with that promise. Centers on a reading of Harriet Beecher Stowe's *Uncle Tom's Cabin*. Other authors may include Jefferson, Wheatley, Melville, Hawthorne, Wilson, and Du Bois. (Same as **Africana Studies 277 {2503}** and **English 252 {2503}**.)

Prerequisite: One first-year seminar or 100-level course in English, Africana studies, or gender and women's studies.

*Note:* This course fulfills the literature of the Americas requirement for English majors.

**256 {2256} c - ESD. Gender, Body, and Religion.** Spring 2013. Elizabeth Pritchard.

A significant portion of religious texts and practices is devoted to the disciplining and gendering of bodies. Examines these disciplines including ascetic practices, dietary restrictions, sexual and purity regulations, and boundary maintenance between human and divine, public and private, and clergy and lay. Topics include desire and hunger, abortion, women-led religious movements, the power of submission, and the related intersections of race and class. Materials are drawn from Christianity, Judaism, Neopaganism, Voudou, and Buddhism. (Same as **Religion 253 {2253}**.)

**257 {2257} c. White Negroes.** Spring 2013. Guy Mark Foster.

Close readings of literary and filmic texts that interrogate widespread beliefs in the fixity of racial categories and the broad assumptions these beliefs often engender. Investigates “whiteness” and “blackness” as unstable and fractured ideological constructs. These are constructs that, while socially and historically produced, are no less “real” in their tangible effects, whether internal or external. Includes works by Charles Chesnutt, Nella Larsen, Norman Mailer, Jack Kerouac, John Howard Griffin, Andrea Lee, Sandra Bernhard, and Warren Beatty. (Same as **Africana Studies 254 {2654}** and **English 227 {2004}**.)

Prerequisite: One first-year seminar or 100-level course in English or Africana Studies.

**259 {2259} c - ESD, IP. Sex and the Politics of the Body in Modern India.** Spring 2013. Rachel Sturman.

Seminar. Explores changing conceptions of the body, sexuality, and gender in South Asia, with a focus on modern formations since the late eighteenth century. Topics include arranged marriage; courtesanship and prostitution; ideas of purity and defilement; gender, sexuality, and nationalism; and the emergence of a contemporary lesbian/gay/queer movement. (Same as **Asian Studies 237 {2583}** and **History 259 {2801}**.)

Prerequisite: One course in history or permission of instructor.

**260 {2260} c. (Re)Writing Black Masculinities.** Spring 2013. Guy Mark Foster.

In 1845, Frederick Douglass told his white readers: “You have seen how a man was made a slave; you shall see how a slave was made a man.” This simple statement effectively describes the enduring paradox of African American male identity: although black and white males share a genital sameness, until the nation elected its first African American president the former has inhabited a culturally subjugated gender identity in a society premised on both white supremacy and patriarchy. But Douglass’s statement also suggests that black maleness is a discursive construction, i.e., that it changes over time. If this is so, how does it change? What are the modes of its production and how have black men over time operated as agents in reshaping their won masculinities? Reading a range of literary and cultural texts, both past and present, students examine the myriad ramifications of, and creative response to, this ongoing challenge. (Same as **Africana Studies 260 {2650}** and **English 260 {2650}**.)

Prerequisite: One first-year seminar or 100-level course in English, Africana studies, or gender and women’s studies.

*Note:* This course fulfills the literature of the Americas requirement for English majors.

**262 {2262} c. Modern Drama and Performance.** Spring 2013. Marilyn Reizbaum.

Examines dramatic trends of the modern period, beginning with a triumvirate of modern dramatists—Henrik Ibsen, Bertolt Brecht, and Samuel Beckett—and draws lines from their work in drama of ideas, epic theatre, and absurdism to developments in the dramatic arts through the modern period into the twenty-first century. Includes plays by Lorraine Hansberry, Caryl Churchill, and Martin McDonagh. Readings staged. (Same as **English 246 {2452}** and **Theater 246 {2846}**.)

Prerequisite: One first-year seminar or 100-level course in English or gender and women’s studies.

**265 {2265} b. Gender and Family in East Asia.** Fall 2012. Nancy Riley.

Family and gender are central to the organization of East Asian societies, both historically and today. Uses comparative perspectives to examine issues related to family and gender in China, Japan, and Korea. Using the enormous changes experienced in East Asia in recent decades as a context, explores the place of Confucian influences in these societies, the different roles of the state and economy, and the ways that gender and family have been shaped by and shaped those changes. (Same as **Asian Studies 264 {2101}** and **Sociology 265 {2265}**.)

Prerequisite: **Sociology 101** or **Anthropology 101**.

**266 {2266} c - IP. Chinese Women in Fiction and Film.** Spring 2013. Shu-chin Tsui.

Approaches the subject of women and writing in twentieth- and early twenty-first-century China from perspectives of gender studies, literary analysis, and visual representations. Considers women writers, filmmakers, and their works in the context of China's social-political history as well as its literary and visual traditions. Focuses on how women writers and directors negotiate gender identity against social-cultural norms. Also constructs a dialogue between Chinese women's works and Western feminist assumptions. (Same as **Asian Studies 266 {2073}**.)

**270 {2270} c - ESD. Spirit Come Down: Black Women and Religion.** Spring 2014. Judith Casselberry.

Explores issues of self-representation, memory, material culture, embodiment, and civic and political engagement through autobiographical, historical, literary, anthropological, cinematic, and musical texts. Primarily focused on Christian denominations: Methodist, Baptist, and Pentecostal. Examines the religious lives of black women in nineteenth- and twentieth-century America. (Same as **Africana Studies 271 {2271}** and **Religion 271 {2271}**.)

**274 {2274} c - ESD. Writing Muslim Women's Lives: Western Muslim Women's Writing Post-9/11.** Spring 2013. Samaa Abdurraqib.

Focuses on Muslim women in the West writing literature in a post-9/11 world. In particular, considers the connections between Western curiosity about Muslim women's lives and the demand for publications by Western Muslim women. In more recent years, there has been a proliferation of memoirs and personal essays published by Muslim women—the numbers of these personal narratives have eclipsed the fictive narratives and poetry written by Muslim women in the West. Makes connections between the desire to “unveil” Muslim women's lives and the demand for certain types of narratives written by Muslim women and looks at the different ways these demands open up and/or restrict the types of stories Muslim women can tell. Addresses themes of spirituality, religiosity, sexuality, love, and fiction vs. memoir. (Same as **English 283 {2800}**.)

**275 {2600} b. Gender and Sexuality in Contemporary Eastern Europe.** Spring 2013. Kristen Ghodsee.

Seminar. Examines the current scholarship on gender and sexuality in modern Eastern Europe: the countries of the former Soviet Union, the successor states of Yugoslavia, Poland, Hungary, Romania, The Czech Republic, Slovakia, Bulgaria, and Albania. Focusing on research produced by academics based in the region, examines the dialogue and interchange of ideas between East and West, and how knowledge about the region is dialectically produced by both Western feminists and East European gender studies scholars. Topics include the women question before 1989; nationalism, fertility, and population decline; patterns and expectations for family formation; the politics of EU gender mainstreaming; visual representations in television and film; social movements; work;

## COURSES OF INSTRUCTION

romance and intimacy; spirituality; and the status of academic gender studies in the region. (Same as **Gay and Lesbian Studies 275 {2600}**.)

Prerequisite: **Gender and Women's Studies 101**.

**[277 {2277} - MCSR. Applied Research Practicum: Chinese Rural to Urban Migration.** (Same as **Asian Studies 269 {2090}** and **Economics 277 {3277}**.)]

**282 {2282} c. Gender, Sexuality, and Schooling.** Fall 2012. Doris Santoro.

Schools are sites where young people learn to “do” gender and sexuality through direct instruction, the hidden curriculum, and peer-to-peer learning. In schools, gender and sexuality are challenged, constrained, constructed, normalized, and performed. Explores instructional and curricular reforms that have attempted to address students’ and teachers’ sexual identities and behavior. Examines the effects of gender and sexual identity on students’ experience of school, their academic achievement, and the work of teaching. Topics may include Compulsory Heterosexuality in the Curriculum; The Gender of the Good Student and Good Teacher; Sex Ed in an Age of Abstinence. (Same as **Education 212 {2212}** and **Gay and Lesbian Studies 212 {2120}**.)

Prerequisite: **Education 101**, **Gay and Lesbian Studies 201**, or **Gender and Women's Studies 101**.

**283 {2283} c. Interracial Narratives.** Fall 2012. Guy Mark Foster.

Examines the stories that Americans have told about intimate relationships that cross the color line in the twentieth- and twenty-first-century imaginative and theoretical texts. Considers how these stories have differed according to whether the participants are heterosexual or homosexual, men or women, Black, White, Asian, Latino, or indigenous. Explores the impact historically changing notions of race, gender, sexuality, and U.S. citizenship have had on the production of these stories. Texts include literature, film, Internet dating sites, and contemporary debates around mixed-race identity and the United States census. (Same as **Africana Studies 205 {2653}**, **English 209 {2653}**, and **Gay and Lesbian Studies 265 {2653}**.)

Prerequisite: One first-year seminar or 100-level course in English.

**289 {2289} c - IP. Construction of the Goddess and Deification of Women in Hindu Religious Tradition.** Fall 2013. Sree Padma Holt.

Focuses include (1) an examination of the manner in which the power of the feminine has been expressed mythologically and theologically in Hinduism; (2) how various categories of goddesses can be seen or not as the forms of the “great goddess”; and (3) how Hindu women have been deified, a process that implicates the relationship between the goddess and women. Students read a range of works, primary sources, biographies and myths of deified women, and recent scholarship on goddesses and deified women. (Same as **Asian Studies 289 {2501}** and **Religion 289 {2289}**.)

**291–294 {2970–2973}. Intermediate Independent Study in Gender and Women's Studies.** The Program.

**299 {2999}. Intermediate Collaborative Study in Gender and Women's Studies.** The Program.

**301 {3301} b. Doing Gender Studies: Ethnographies of Gender.** Spring 2013. Kristen R. Ghodsee.

Explores how research and scholarship on gender can be an engine for social change. Students learn how to use the different “tools” of the scholar: interviews, surveys, oral history, archival research, participant observation, and discourse analysis. Through a semester-long research project, each student has a hands-on experience of designing and implementing an in-depth study on the gender issue of the student's choice. Open to gender and women's studies majors and minors, or with permission of the instructor.

**[302 {3302} b. The Economics of the Family.** (Same as **Economics 301 {3531}.**)]

**310 {3310} c. Gay and Lesbian Cinema.** Spring 2013. Tricia Welsch.

Considers both mainstream and independent films made by or about gay men and lesbians. Four intensive special topics each semester, which may include classic Hollywood stereotypes and euphemisms; the power of the box office; coming of age and coming out; the social problem film; key figures; writing history through film; queer theory and queer aesthetics; revelation and revaluations of film over time; autobiography and documentary; the AIDS imperative. Writing intensive; attendance at evening film screenings is required. (Same as **Film Studies 310 {3310}** and **Gay and Lesbian Studies 310 {3310}**.)

Prerequisite: One course in film studies or permission of the instructor.

**323 {3323} c. Voices of Women, Voices of the People.** Fall 2012. Hanétha Vété-Congolo.

Focuses on texts written by women from former West African and Caribbean French colonies. Themes treated—womanhood, colonization, slavery, individual and collective identity, relationships between men and women, independence, tradition, modernism, and alienation—are approached from historical, anthropological, political, social, and ideological perspectives. Readings by Mariama Bâ, Aminata Sow Fall (Sénégal); Maryse Condé, Gisèle Pineau, Simone Schwartz-Bart (Guadeloupe); Ina Césaire, Suzanne Dracius (Martinique); and Marie Chauvet and Jan J. Dominique (Haïti). (Same as **Africana Studies 321 {3201}**, **French 322 {3201}**, and **Latin American Studies 322 {3222}**.)

Prerequisite: Two of the following: **French 207** or **208**, **French 209** or **210**, one 300-level course in French; or permission of the instructor.

**346 {3346} c. Philosophy of Gender: Sex and Love.** Fall 2012. Sarah Conly.

Issues of sex and love preoccupy us but may not be well understood. Considers what “counts” as having sex, why that matters, and what it is to love someone. These and other relevant topics explored through readings and discussion. (Same as **Gay and Lesbian Studies 346 {3346}** and **Philosophy 346 {3346}**.)

**358 {3202} c - ESD, VPA. Music, Memory, and Identity.** Spring 2013. Tracy McMullen.

Explores how music relates to nostalgia, identity creation, repetition, memory, history, embodiment and “liveness” in the postmodern era. Traces the ways race, gender, sexuality, and class are performed through music. Music examined ranges from classical and jazz to “world music” and pop. Artists/bands examined may include Thelonious Monk, Duke Ellington, Louis Armstrong, Genesis, Led Zeppelin, Beethoven, Palestrina, and their various tributes and revivals. Authors may include Baudrillard, Boym, Butler, DeNora, Freud, Gates, Goehr, hooks, Huyssen, Jameson, Sterne, and Taruskin. Primarily intended for juniors and



## COURSES OF INSTRUCTION

seniors with experience in critical and cultural studies. Sophomores admitted with consent of instructor during the add/drop period. (Same as **Music 358 {3202}**.)

**401–404 {4000–4003}. Advanced Independent Study and Honors in Gender and Women's Studies.** The Program.

**405 {4029}. Advanced Collaborative Study in Gender and Women's Studies.** The Program.

## GERMAN

Birgit Tautz\*\*, *Department Chair, Fall Semester*

Jill S. Smith, *Department Chair, Spring Semester*

Tammis L. Donovan, *Department Coordinator*

*Professor:* Steven R. Cerf†

*Associate Professor:* Birgit Tautz\*\*

*Assistant Professor:* Jill S. Smith

*Visiting Faculty:* Michael Huffmaster

*Fellow:* Edward Muston

*Teaching Fellow:* Anika Metz

The German department offers courses in the language, literature, and culture of the German-speaking countries of Europe. The program is designed for students who wish to become literate in the language and culture, comprehend the relationship between the language and culture, and gain a better understanding of their own culture in a global context. The major is a valuable asset in a wide variety of postgraduate endeavors, including international careers, and law and graduate school.

### Requirements for the Major in German

The major consists of eight courses, one of which is **German 204** or the equivalent. One course may be chosen from **151–156** and the others from **205–402**. All majors are required to do course work with the department in their senior year; the configuration of this senior work must be determined in direct consultation with the department. This consultation takes place prior to registering for the fall semester of senior year, which for some students means before they depart for study away. Prospective majors, including those who begin with first- or second-year German at Bowdoin, may arrange an accelerated program, usually including study abroad. Majors are encouraged to consider one of a number of study-abroad programs with different calendars and formats.

### Requirements for the Minor in German

The minor consists of **German 102** or the equivalent, plus any four courses, of which two must be in the language (**203–398**).

Courses that will count toward the major or minor must be taken on a graded basis (not Credit/D/Fail).



## First-Year Seminars

For a full description of first-year seminars, see pages 155–167.

**27 {1027} c. From Flowers of Evil to Pretty Woman: Prostitutes in Modern Western Culture.** Fall 2012. Jill Smith. (Same as **Gay and Lesbian Studies 27 {1027}** and **Gender and Women's Studies 27 {1027}**.)

**[29 {1029} c. Historians, Comediennes, Storytellers: Women Filmmakers in the German-Speaking Countries.** (Same as **Film Studies 29 {1029}**, **Gay and Lesbian Studies 29 {1029}**, and **Gender and Women's Studies 29 {1029}**.)]

## German Literature and Culture in English Translation

**[151 {1151} c - ESD. The Literary Imagination and the Holocaust.]**

**[152 {1152} c - IP, VPA. Berlin: Sin City, Divided City, City of the Future.]**

**153 {1153} c - IP. Kafka and YouTube.** Fall 2012. Michael Huffmaster.

The works of Franz Kafka, seen as paradigmatic of early twentieth-century literary modernism, have inspired thousands of videos on the twenty-first-century Internet platform YouTube from dozens of cultures around the world. Takes this astounding phenomenon as a springboard to explore both the workings of Kafka's poetics and the nature of new media. Examines seminal Kafka texts with the aid of literary theoretical concepts such as defamiliarization, performativity, iterability, and dialogism, as well as linguistic concepts such as deviation, point of view, and speech and thought representation. Analyzes video adaptations of Kafka's works on YouTube in light of features specific to the filmic medium, such as editing, staging, cinematography, spectator position, and sound. Uses YouTube as a case study to investigate the nature of new media, considering concepts such as hypertext and cybertext. Viewings of feature-length film adaptations of Kafka's novels—Orson Welles's *The Trial* (1962) and Michael Haneke's *Das Schloß* (*The Castle*, 1997)—to gain a deeper understanding, through contrastive analysis, of the specificities of contemporary digital media. Such a comparative, cross-medial approach illuminates characteristic features both of Kafka's work and of new media while offering unique insights into the traditional humanistic concern of textual interpretation. No knowledge of German is required.

**154 {1154} c. Sport in Twentieth-Century Central European Literature and Film.** Spring 2013. Edward Muston.

An in-depth study of the intersection between sport and works of art. Uses literary texts and films to explore the way sport has shaped German, Austrian, and Swiss societies, while also considering the contemporary fascination with sport in an intercultural context. Considers German sport clubs, body-culture (*Körperkultur*), the relationship between sport and fascism, and the role of sport in shaping and expressing national identity. By considering sport comparatively in other cultures, more general questions concerning what can be learned from sport, what values it instills, and how its thematization changes works of art will be raised. Materials could include texts by Brecht, DeLillo, Handke, Harbach, James, and Kracauer, as well as films by Eastwood, Horman, Riefenstahl, and Stölzl. No knowledge of German is required.

**[156 {1156} c - ESD, VPA. Nazi Cinema: Propaganda or Entertainment?]**

## Language and Culture Courses

**101 {1101} c. Elementary German I.** Every fall. Fall 2012. Birgit Tautz.

**German 101** is the first course in German language and culture and is open to all students without prerequisite. Facilitates an understanding of culture through language. Introduces German history and cultural topics. Three hours per week. Acquisition of four skills: speaking and understanding, reading, and writing. One hour of conversation and practice with teaching assistant. Integrated language laboratory work.

**102 {1102} c. Elementary German II.** Every spring. Spring 2013. Michael Huffmaster.

Continuation of **German 101**. Equivalent of **German 101** is required.

**203 {2203} c. Intermediate German I: Germany within Europe.** Every fall. Fall 2012. Jill Smith.

Continued emphasis on the understanding of German culture through language. Focus on social and cultural topics through history, literature, politics, popular culture, and the arts. Three hours per week of reading, speaking, and writing. One hour of discussion and practice with teaching assistant. Language laboratory also available. Equivalent of **German 102** is required.

**204 {2204} c. Intermediate German II: German History through Visual Culture.** Every spring. Spring 2013. Jill Smith.

Continuation of **German 203**. Equivalent of **German 203** is required.

**205 {2205} c - IP. Advanced German Texts and Contexts.** Every year. Fall 2012. Edward Muston.

Designed to explore aspects of German culture in depth, to deepen the understanding of culture through language, and to increase facility in speaking, writing, reading, and comprehension. Topics include post-war and/or post-unification themes in historical and cross-cultural contexts. Particular emphasis on post-1990 German youth culture and language. Includes fiction writing, film, music, and various news media. Weekly individual sessions with the Teaching Fellow from the Johannes-Gutenberg-Universität-Mainz. Equivalent of **German 204** is required.

**291c–294 {2970–2973} c. Intermediate Independent Study in German.** The Department.

**299 {2999} c. Intermediate Collaborative Study in German.** The Department.

## Literature and Culture Courses

All courses require the equivalent of **German 204**.

**308 {3308} c - IP. Introduction to German Literature and Culture.** Every year. Spring 2013. Michael Huffmaster.

Designed to be an introduction to the critical reading of texts by genre (e.g., prose fiction and nonfiction, lyric poetry, drama, opera, film) in the context of German intellectual, political, and social history. Focuses on various themes and periods. Develops students' sensitivity to generic structures and introduces terminology for describing and analyzing texts in historical and cross-cultural contexts. Weekly individual sessions with the Teaching Fellow from the Johannes-Gutenberg-Universität-Mainz.

[313 {3313} c - IP. German Classicism: Love and Passion.]

[314 {3314} c - IP. German Romanticism.]

**315 {3315} c - IP. Realism and Revolution in Nineteenth-Century German Literature and Culture.** Fall 2012. Michael Huffmaster.

What is revolution? What forms has it taken within German-speaking society and culture? Examines a variety of literary, cultural, and social texts from 1830 to 1900 in their broader cultural, artistic, philosophical, and political contexts. Beyond discussing the effects (both positive and negative) of the Industrial Revolution, discusses three other forms of revolution that emerge in nineteenth-century German discourse: (1) political revolution (the formation of German national identity; the rise of the socialist movement); (2) artistic revolution (the search for an artistic direction at the end of the Age of Goethe; the tensions between social realism and romanticism); (3) sexual revolution (scientific interest in “normal” vs. “abnormal” sexual behavior; the advent of the women’s movement and the questioning of gender roles). Authors/artists may include Heine, Büchner, Hebbel, Hauptmann, Andreas-Salomé, Fontane, Wagner, Marx and Engels, Bebel, Simmel, Kollwitz, Krafft-Ebing.

**316 {3316} c - IP. German Modernism—Urbanity, Interiority, Sexuality.** Spring 2013. Jill Smith.

Examines works of modern German literature, art, music, and film in their historical and social contexts. Analyzes the narrative modes used to deal with the interiority of modern protagonists and explores the particular urban settings in which works were conceived: Munich, Prague, Zurich, and Berlin. Familiarizes students with the intellectual history of the period by discussing the extent to which modernist writers were influenced by Nietzschean and Freudian thought and the questions of morality, sexuality, and pleasure raised by both of these thinkers. Asks why modernism is (or is perceived to be) rooted in urban settings, and how modernism became politicized during the Weimar Republic, as writers witnessed and sought to respond to the rise of Fascism. Contemporary artistic movements such as Expressionism, Dadaism, and *Neue Sachlichkeit*; literary texts by Brecht, Wedekind, Kafka, Mann, Rilke, Lasker-Schüler, and Kästner; musical works by Berg, Schoenberg, and Weill; and relevant films of the period.

**[317 {3317} c - IP. German Literature and Culture since 1945.]**

**[321 {3321} c - IP. Before and After the Wall: East German Traditions in Literature, Culture, and Film.]**

**390–399 {3390–3399}. Seminar in Aspects of German Literature and Culture.**

Work in a specific area of German culture not covered in other departmental courses, e.g., individual authors, movements, genres, cultural influences, and historical periods.

**[391 {3391} c - IP. Mysticism and Modernist Ethics.]**

**394 {3394} c. Contemporary Austrian Literature, Drama, and Film.** Spring 2013. Edward Muston.

Examines essential works of post-1945 Austrian literature, drama and film. Explores how Austrian artists attempt to come to terms with the collapse of the Habsburg Empire and the legacy of collaboration with the Nazi regime. Also considers how works of art both support and call into question Austria’s cultural and national identity in terms of gender and ethnicity. Texts by Bachmann, Bernhard, Handke, Jelinek, and Mayröcker, films by Glawogger, Haneke, Kusturica, and Spielmann. All materials and course work in German.

**395 {3395} c - IP. Myths, Modernity, Media.** Fall 2012. Birgit Tautz.

Explores the important role that myths have played in German cultural history. While founding myths of Germanic culture (e.g., *Nibelungen*) are considered, focuses especially on myth in relation to fairy tales, legends (including urban legends of the twentieth century), and borderline genres and motifs (e.g., vampires, witches, automatons), as well as on questions of mythmaking. Examines why modern culture of the twentieth and twenty-first centuries, which seemingly neglects or overcomes myths, heavily engages in mythicization of ideas (e.g., gender roles, the unnatural) and popularizes myths through modern media (film, television, the Internet), locations (e.g., cities) and transnational exchange (Disney; the myth of “the Orient”). Aside from short analytical or interpretive papers aimed at developing critical language skills, students may pursue a creative project (performance of a mythical character, design of a scholarly Web page, writing of a modern fairy tale).

**[396 {3396} c - IP. Vienna, 1890–1914.]****397 {3397} c - IP. Global Germany?** Fall 2013. Jill Smith.

The fall of the Berlin Wall and the concomitant end of the Cold War ushered in what many cultural critics call “the era of globalization.” An exploration of how contemporary German culture (1990–present) grapples with both the possibilities and uncertainties presented by globalization. Examines a myriad of cultural texts—films, audio plays, dramas, short fiction, novels, photographs, websites—as well as mass events (i.e., the Love Parade, the 2006 World Cup) within their political, social, and economic contexts to show how Germany’s troubled past continues to affect the role it plays on the global stage and how its changing demographics—increased urbanization and ethnic diversity—have altered its cultural and literary landscape. Critically considers issues such as migration, terrorism and genocide, sex tourism, the formation of the European Union and the supposed decline of the nation-state. Frequent short writings, participation in debates, and a final research project based upon a relevant topic of individual interest are required.

**[398 {3398} c - IP. Colors: Signs of Ethnic Difference 1800/1900/2000.]**

**401–404 {4000–4003} c. Advanced Independent Study and Honors in German.** The Department.

**405 {4029} c. Advanced Collaborative Study in German.** The Department.

## GOVERNMENT AND LEGAL STUDIES

Allen L. Springer, *Department Chair*

Lynne P. Atkinson, *Department Coordinator*

*Professors:* Paul N. Franco, Janet M. Martin, Richard E. Morgan, Christian P. Potholm, Andrew C. Rudalevige, Allen L. Springer, Jean M. Yarbrough

*Associate Professors:* Michael M. Franz†, Laura A. Henry, Henry C. W. Laurence (Asian Studies)

*Assistant Professors:* Ericka A. Albaugh, Christopher Heurlin (Asian Studies), Jeffrey S. Selinger

*Lecturers:* George S. Isaacson, DeWitt John (Environmental Studies)

*Visiting Faculty:* Marc R. Scarcelli

### Requirements for the Major in Government and Legal Studies

Courses within the department are divided into four fields:

*American government:* **Government 11, 21, 25, 27, 150, 201, 202, 203, 204, 205, 206, 210, 211, 215, 216, 255, 303, 304, 308, and 309.**

*Comparative politics:* **Government 18, 19** (same as **Asian Studies 19**), **20, 23, 120, 220, 221, 222** (same as **Africana Studies 222**), **224, 225, 226, 227** (same as **Asian Studies 227**), **230, 231, 232** (same as **Asian Studies 282**), **233, 234** (same as **Asian Studies 234**), **235** (same as **Environmental Studies 236**), **236, 237, 239, 268, 272** (same as **Asian Studies 265**), **273, 275, 283, 321, 324, 325, 327, 330, 332** (same as **Asian Studies 332**), **333** (same as **Asian Studies 333**), **336, and 337** (same as **Asian Studies 337**).

*Political theory:* **Government 26, 28, 240, 241, 243, 244, 245, 246, 249, 250, 341, 342, 346.**

*International relations:* **Government 10, 11, 18, 20, 23, 160, 220, 222** (same as **Africana Studies 222**), **225, 226, 233, 234** (same as **Asian Studies 234**), **236, 237, 243, 260, 263** (same as **Environmental Studies 263**), **268, 269** (same as **Environmental Studies 269**), **270, 272** (same as **Asian Studies 265**), **273, 275, 279, 321, 324, 325, 327, 330, 336, 337** (same as **Asian Studies 337**), **361, and 363** (same as **Environmental Studies 363**).

Every major is expected to complete an area of concentration in one of these fields.

The major consists of nine courses, no more than two taken at Level A, and no more than one first-year seminar, and distributed as follows:

1. A field of concentration, selected from the above list, in which at least four courses including one Level C course and no more than one Level A course are taken.
2. At least one course in each of the three fields outside the field of concentration. These courses may be at Levels A, B, or C, though only two Level A courses may count toward the major and no more than one of these may be a first-year seminar.
3. **Government 207** (same as **Environmental Studies 207**), **219** (same as **Education 250**), **264** (same as **Environmental Studies 264**), **284, 393** (same as **Asian Studies 344 and Religion 344**), **395** (same as **Environmental Studies 395**), **Environmental Studies 240**, while not fulfilling the requirement for any of the four fields of concentration, can be counted toward the total number of courses required for the major or minor.
4. Students seeking to graduate with honors in government and legal studies must petition the department. Interested students should contact the honors director for specific details. Students must prepare an honors paper, which is normally the product of two semesters of independent

## COURSES OF INSTRUCTION

study work, and have that paper approved by the department. One semester of independent study work may be counted toward the nine-course departmental requirement and the four-course field concentration. Students who hope to graduate with honors in government and legal studies thus normally must complete at least ten courses in the department.

5. To fulfill the major/minor requirements, a grade of C- or better must be earned in a course. Courses used to fulfill major/minor requirements must be taken on a graded basis (not Credit/D/Fail).

### Requirements for the Minor in Government and Legal Studies

A minor in government and legal studies consists of five courses from at least three of the departmental fields. No more than two Level A courses and no more than one first-year seminar may count toward the minor.

## LEVEL A COURSES

### Introductory Seminars

All introductory seminars are designed to provide an introduction to a particular aspect of government and legal studies. Students are encouraged to analyze and discuss important political concepts and issues, while developing research and writing skills.

Enrollment is limited to sixteen students in each seminar. First-year students are given first priority; sophomores are given second priority. For a description of the following introductory seminars, see First-Year Seminars, pages 155–167.

**10 {1030} b. The Pursuit of Peace.** Fall 2012. Allen L. Springer.

**11 {1037} b. The Korean War.** Fall 2012. Christian P. Potholm.

**[18 {1025} b. NGOs in Politics.]**

**[19 {1020} b. East Asian Politics: Introductory Seminar. (Same as Asian Studies 19 {1045}.)]**

**20 {1026} b. Global Media and Politics.** Fall 2012. Henry C. W. Laurence.

**[21 {1000} b. Citizenship and Representation in American Politics.]**

**25 {1001} b. Representation, Participation, and Power in American Politics.** Fall 2012. Janet M. Martin.

**26 {1011} b. Fundamental Questions: Exercises in Political Theory.** Fall 2012. Jean M. Yarbrough.

**27 {1002} b. Political Leadership.** Fall 2012. Andrew C. Rudalevige.

**28 {1012} b. Human Being and Citizen.** Fall 2012. Paul N. Franco.

### Introductory Lectures

These courses are intended for first-year students and sophomores. Others may take them only with the permission of the instructor.

**120 {1400} b. Introduction to Comparative Government.** Spring 2013. Laura A. Henry.

Provides a broad introduction to key concepts in comparative politics. Most generally, asks why states are governed differently, both historically and in contemporary politics. Begins by examining foundational texts, including works by Marx, Smith, and Weber. Surveys subfields within comparative politics (the state, regime types, nations and nationalism, party systems,

development, and civil society) to familiarize students with major debates and questions.

**150 {1100} b. Introduction to American Government.** Fall 2012. Jeffrey S. Selinger. Spring 2013. Andrew C. Rudalevige.

Provides a comprehensive overview of the American political process. Specifically, traces the foundations of American government (the Constitution, federalism, civil rights, and civil liberties), its political institutions (Congress, Presidency, courts, and bureaucracy), and its electoral processes (elections, voting, and political parties). Also examines other influences, such as public opinion and the mass media, which fall outside the traditional institutional boundaries, but have an increasingly large effect on political outcomes.

**160 {1600} b. Introduction to International Relations.** Fall 2012. Marc R. Scarcelli.

Provides a broad introduction to the study of international relations. Designed to strike a balance between empirical and historical knowledge and the obligatory theoretical understanding and schools of thought in IR. Designed as an introductory course to familiarize students with no prior background in the subject, and recommended for first- and second-year students intending to take upper-level international relations courses.

## LEVEL B COURSES

Level B courses are designed to introduce students to or extend their knowledge of a particular aspect of government and legal studies. The courses range from the more introductory to the more advanced. Students should consult the individual course descriptions regarding any prerequisites.

**201 {2000} b. Law and Society.** Spring 2013. Richard E. Morgan.

An examination of the American criminal justice system. Although primary focus is on the constitutional requirements bearing on criminal justice, attention is paid to conflicting strategies on crime control, to police and prison reform, and to the philosophical underpinnings of the criminal law.

**202 {2005} b. The American Presidency.** Spring 2013. Janet M. Martin.

An examination of the presidency in the American political system, including the “road to the White House” (party nomination process and role of the electoral college), advisory systems, the institutional presidency, relations with Congress and the courts, and decision-making in the White House. Drawing upon the instructor’s own research and a growing body of literature in this area, the role of women as advisors within the White House and executive branch, and influence of outside groups on the White House’s consideration of “women’s issues,” especially since 1960, are also discussed.

**[203 {2055} b. Political Parties in the United States.]**

**204 {2010} b. Congress and the Policy Process.** Fall 2012. Janet M. Martin.

An examination of the United States Congress, with a focus on members, leaders, constituent relations, the congressional role in the policy-making process, congressional procedures and their impact on policy outcomes, the budget process, and executive-congressional relations.

**205 {2060} b. Campaigns and Elections.** Fall 2012. Andrew C. Rudalevige.

Addresses current theories and controversies concerning political campaigns and elections in the United States. Takes advantage of the fact that the class meets during the heart of the 2012 presidential and congressional campaigns. Uses concepts from the political science literature

## COURSES OF INSTRUCTION

on elections to explore general trends in electoral choice at the legislative and presidential level. Students will be expected to follow journalistic accounts of the fall campaigns closely. A second set of readings introduces political science literature on campaigns and elections. These readings touch upon a wide range of themes, including voting behavior (e.g., economic voting and issue voting), campaign finance, media strategy, the role of incumbency, presidential primaries, the Electoral College, and trends in partisan realignment.

### [206 {2030} b. Public Policy in the United States.]

#### **207 {2900} b. Building Healthy Communities.** Spring 2014. DeWitt John.

Examines efforts by communities and regions to build strong local economies, safeguard important environmental values, protect public health, and address issues of economic and social justice. In many communities, metropolitan areas, and rural regions, state and local government officials work with other leaders to set ambitious goals for economic and environmental sustainability and to develop specific plans for sustainable development. These efforts cross political, institutional, and sectoral barriers, thus challenging and sometimes reshaping state and local politics as well as American federalism. Examines how local leaders can work in complex settings to set goals and mobilize federal, private, and nonprofit resources to achieve specific, cross-cutting objectives. (Same as **Environmental Studies 207 {2301}.**)

Prerequisite: One course in environmental studies or government.

#### **210 {2020} b. Constitutional Law I.** Every fall. Fall 2012. Richard E. Morgan.

Examines the development of American constitutionalism, the power of judicial review, federalism, and separation of powers.

#### **211 {2021} b. Constitutional Law II: Civil Rights and Liberties.** Every spring. Spring 2013. Richard E. Morgan.

Examines questions arising under the First and Fourteenth Amendments.

Prerequisite: **Government 210.**

#### **215 {2015} b. Public Administration.** Spring 2013. Andrew C. Rudalevige.

We deal with public organizations every day—nearly 15 percent of the United States workforce operates within one—addressing concerns ranging from playground safety to the prevention of international terrorism. Explores how and why this vital part of government works the way it does in the American political context. What do public organizations do? How well do they do it? How are they (and how might they be) managed? How do they distribute resources, and under what constraints? How are they similar to or different from their private sector counterparts? Is “red tape” always a bad thing? Considering these questions, examines a variety of real-world cases; these might include the Cuban Missile Crisis, the response to Hurricane Katrina, or the implementation of No Child Left Behind. Underlying discussion will be the perpetual difficulty in reconciling organizational efficiency with democratic accountability.

#### **216 {2035} b. Maine Politics.** Fall 2012. Christian P. Potholm.

An analysis of politics in the state of Maine since World War II. Subjects covered include the dynamics of Republican and Democratic rivalries and the efficacy of the Independent voter, the rise of the Green and Reform parties, the growing importance of ballot measure initiatives, and the interaction of ethnicity and politics in the Pine Tree State. An analysis of key precincts and Maine voting paradigms is included, as well as a look at the efficacy of such phenomena as the north/south geographic split, the environmental movement, and the impact of such



interest groups as SAM, the Tea Party, and the Roman Catholic Church. Students are expected to follow contemporary political events on a regular basis.

**[219 {2940} c. Education and Law.** (Same as **Education 250 {2250}.**)]

**220 {2570} b. The Politics of Development: Poverty, Prosperity, and Political Change.** Fall 2012. Ericka A. Albaugh.

Examines the meaning of development from economic and political perspectives. Considers various theories and practices of development that have been applied to newly independent states in Asia, Latin America, and Africa. Investigates why trajectories of economic growth and political stability have been so uneven in different regions of the world. Incorporates views from both external and internal actors on issues such as foreign aid, multilateral institutions, good governance, and democratic participation.

**[221 {2408} b. Division and Consensus: The Government and Politics of Ireland.]**

**222 {2530} b - IP. Politics and Societies in Africa.** Fall 2012. Ericka A. Albaugh.

Surveys societies and politics in sub-Saharan Africa, seeking to understand the sources of current conditions and the prospects for political stability and economic growth. Looks briefly at pre-colonial society and colonial influence on state-construction in Africa, and concentrates on three broad phases in Africa's contemporary political development: (1) independence and consolidation of authoritarian rule; (2) economic decline and challenges to authoritarianism; (3) democratization and civil conflict. Presumes no prior knowledge of the region. (Same as **Africana Studies 222 {2530}.**)

**[224 {2400} b. West European Politics.]**

**[225 {2500} b - IP. The Politics of the European Union.]**

**[226 {2520} b. Government and Politics of the Middle East.]**

**227 {2440} b - IP. Contemporary Chinese Politics.** Fall 2012. Christopher Heurlin.

Examines Chinese politics in the context of a prolonged revolution. After a survey of the political system as established in the 1950s and patterns of politics emerging from it, the analytic focus turns to political change in the reform era (since 1979) and the forces driving it. Topics include the political impact of decentralization and marketization, the reintegration into the capitalist world economy, and the development of the legal system. The adaptation by the Communist Party to these changes and the prospects of democratization are also examined. (Same as **Asian Studies 227 {2060}.**)

**230 {2410} b. Post-Communist Russian Politics and Society.** Fall 2012. Laura A. Henry.

Explores the most dramatic political event of the twentieth century: the collapse of Soviet communism and Russia's subsequent political development. Begins by examining the Soviet system and the political and social upheaval of the late Soviet period. Proceeds to investigate the challenges of contemporary Russian politics, including the semi-authoritarian regime, the challenges of sustainable economic growth and modernization, the demographic crisis, the loss of superpower status, and the search for a role in international politics. Comparisons will be made with other countries in the post-Communist region.

**231 {2486} b - IP. The Politics of Dictatorship: Authoritarian Resilience and Democratization.** Fall 2012. Christopher Heurlin.

Despite the end of the Cold War, dictatorship has persisted—even thrived. At least 40 percent of states in the world remain authoritarian. Introduces students to the social and political logic

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of dictatorship. Explores questions such as: Where do dictatorships come from? Why might people support dictatorships? What effect does dictatorship have on political, economic, and social outcomes? How do dictatorships differ from one another? Why are some dictatorships resilient and stand the test of time while some quickly collapse? When dictatorships collapse, why are some dictatorships replaced by other dictatorships, while others democratize? Concentrates on the post-World War II era and explores the dynamics of dictatorship in regions throughout the world, including the Middle East, Latin America, Asia, Europe, and Africa.

**232 {2450} b - ESD, IP. Japanese Politics and Society.** Fall 2012. Henry C. W. Laurence.

Comprehensive overview of modern Japanese politics in historical, social, and cultural context. Analyzes the electoral dominance of the Liberal Democratic Party, the nature of democratic politics, and the rise and fall of the economy. Other topics include the status of women and ethnic minorities, education, war guilt, nationalism, and the role of the media. (Same as **Asian Studies 282 {2320}**.)

**233 {2580} b. Advanced Comparative Politics: Government, War, and Society.** Every spring, Spring 2013. Christian P. Potholm.

An examination of the forces and processes by which governments and societies approach and wage or avoid wars. The theories and practices of warfare of various political systems will be analyzed and particular attention will be paid to the interface where politics, society, and the military come together under governmental auspices in various comparative contexts. Specific examples from Africa, Asia, Europe, and North America are examined.

**234 {2545} b - IP. Politics in East Asia.** Spring 2013. Henry C. W. Laurence.

A broad survey of political systems across East Asia, including China, Japan, and North and South Korea. Central topics include twentieth-century political development, democratization, human rights, and the political roles of women. Also examines current international relations in the region. (Same as **Asian Studies 234 {2821}**.)

**235 {2484} b - IP. Comparative Environmental Politics.** Fall 2012. Laura A. Henry.

Examines environmental politics from a comparative perspective, drawing on case material from the United States, Europe, Latin America, Africa, and Asia. Asks why, despite the fact that many contemporary environmental problems are shared globally, states develop different environmental policies. Readings cover issues ranging from forest conservation to climate policy and consider explanatory factors such as type of political regime, level of economic development, activism by citizens, and culture and values. (Same as **Environmental Studies 236 {2306}**.)

**[236 {2578} b. Global Media and Politics.]**

**237 {2572} b - ESD. The Politics of Ethnicity: Construction and Mobilization of Ethnic Identity Claims.** Spring 2013. Ericka A. Albaugh.

Ethnicity is a crucial dividing line in most societies. Examines what ethnicity is, when it is mobilized peacefully and when it ignites violence, and what political tools exist to moderate these conflicts. Explores first the various definitions of ethnicity and theories of ethnic identity formation; then studies the different explanations for why ethnic divisions inspire conflict within societies and evaluates possible means of mitigating violence. Draws on case studies from around the world, particularly those in Africa and Asia.

**239 {2480} b. Comparative Constitutional Law.** Fall 2012. George S. Isaacson.

A comparative examination of constitutional principles and constitutional processes in democratic and non-democratic countries. Explores the roles that constitutions play in shaping civil society and defining the relationship between governments and the people they govern. Compares American constitutional law with that of other nations to scrutinize alternative models of governance, and to gain new perspectives regarding the legal foundations for the protection of individual rights. Special attention given to the constitutions of Canada, India, Germany, South Africa, Israel, and the People's Republic of China, along with that of the United States. Structural issues include consideration of executive-legislative separation of powers, constitutional courts, federalism, and church-state relations. Discusses arguments in favor of and against a written Bill of Rights, as well as such specific issues as emergency powers, political dissent, hate speech, religious belief, reproductive choice, racial and gender discrimination, public welfare, privacy, and police investigative authority.

**240 {2200} b. Classical Political Philosophy.** Fall 2012. Jean M. Yarbrough.

A survey of classical political philosophy focusing on selected dialogues of Plato, the political writings of Aristotle, and St. Augustine's *City of God*. Examines ancient Greek and early Christian reflections on human nature, justice, the best regime, the relationship of the individual to the political community, the relationship of philosophy to politics, and the tension between reason and revelation.

**241 {2210} b. Modern Political Philosophy.** Spring 2013. Paul N. Franco.

A survey of modern political philosophy from Machiavelli to Mill. Examines the overthrow of the classical horizon, the movement of human will and freedom to the center of political thought, the idea of the social contract, the origin and meaning of rights, the relationship between freedom and equality, the role of democracy, and the replacement of nature by history as the source of human meaning. Authors may include Machiavelli, Hobbes, Locke, Hume, Rousseau, Kant, Hegel, and Mill.

**[243 {2800} b. Might and Right among Nations.]****244 {2220} b. Liberalism and Its Critics.** Fall 2012. Paul N. Franco.

An examination of liberal democratic doctrine and of religious, cultural, and radical criticisms of it in the eighteenth and nineteenth centuries. Authors may include Locke, Kant, Burke, Tocqueville, Mill, Marx, and Nietzsche.

**[245 {2260} b. Contemporary Political Philosophy.]****[246 {2270} b. Religion and Politics.]****249 {2280} b. Eros and Politics.** Spring 2013. Jean M. Yarbrough.

What and whom do we love? Do we seek "another self" or someone to complement our natures? Is there something other than human beings that we love? The Good, God, or some other principle? How do the answers to these questions affect our views of politics and justice? Readings include Plato's *Symposium*; the Bible; Shakespeare; Rousseau's *Emile*; Tocqueville; and contemporary thinkers.

**250 {2230} b. American Political Thought.** Spring 2013. Jean M. Yarbrough.

Examines the political thought of American statesmen and writers from the founding to the twentieth century, with special emphasis on three pivotal moments: the Founding, the Crisis of the House Divided, and the growth of the modern welfare state. Readings include the *Federalist*

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*Papers*, the Anti-federalists, Jefferson and Hamilton, Calhoun, Lincoln, William Graham Sumner, the Progressives, Franklin Delano Roosevelt, and contemporary thinkers on both the right and the left.

**[255 {2080} b. Quantitative Analysis in Political Science.]**

**260 {2600} b. International Law.** Fall 2012. Allen L. Springer.

The modern state system, the role of law in its operation, the principles and practices that have developed, and the problems involved in their application.

**[263 {2615} b. International Environmental Policy.** (Same as **Environmental Studies 263 {2308}**.)]

**264 {2920} b. Sustainability, Energy, and Climate Change.** Spring 2013. DeWitt John.

Global efforts to address climate change have made little progress, and there is strong resistance to federal action in the United States. Why? What approaches might work better? Many environmentalists call for fundamental economic and cultural change, but others are working with corporations on “sustainability,” and some favor “bottom-up” community action. Explores whether new approaches might be more effective for specific issues such as cars and “smart cities”; coal, shale gas, and renewable fuels; energy-efficient buildings; food; and individual understanding of and commitment to protecting the environment. (Same as **Environmental Studies 264 {2309}**.)

Prerequisite: One course in environmental studies or government, or permission of the instructor.

**[268 {2576} b. Bridging Divisions: Ethnonational Conflict Regulation.]**

**269 {2689} b - IP. Environmental Security.** Spring 2013. Marc R. Scarcelli.

Focuses on problems which, by their very nature, transcend international boundaries. Views environmental insecurity as resulting from neo-Malthusian causes, climate change, flawed policies, or new technological advances. Emphasizes interdependence, collective goods, and the contrasts between wealthy and poor populations where environmental insecurity is concerned. Specific topics include overpopulation, displaced populations, health pandemics, food security, climate change, energy, resource scarcity, water security, and collapsing fish stocks at sea, as well as the roles of consumers, producers, MNCs, and NGOs. (Same as **Environmental Studies 269 {2369}**.)

**270 {2670} b. United States Foreign Policy.** Spring 2013 Marc R. Scarcelli.

Examines the development and conduct of United States foreign policy. Analyzes the impact of intragovernmental rivalries, the media, public opinion, and interest groups on the policy-making process, and provides case studies of contemporary foreign policy issues.

**272 {2540} b. United States-China Relations.** Spring 2013. Christopher Heurlin.

Examines the development of United States relations with China. Begins with a brief historical examination of the Opium War, then examines United States policy towards the Nationalists and the Communists during the Chinese Civil War. In the aftermath of the civil war and subsequent revolution, the role of China in the Cold War will be discussed. Then focuses on more contemporary issues in United States-China relations, drawing links between the domestic politics of both countries and how they influence the formulation of foreign policy. Contemporary issues addressed include human rights, trade, the Taiwanese independence movement, nationalism, and China's growing economic influence in the world. (Same as **Asian Studies 265 {2061}**.)

[273 {2525} b - IP. War, Government, and Politics in Iraq.]

[275 {2574} b. Rioters, Rebels, and Revolutionaries: Contentious Politics.]

**279 {2683} b. Terrorism.** Fall 2012. Marc R. Scarcelli.

An in-depth study of the problem of terrorism, including its definition, historical origins and development, specific cases of terrorist organizations, its expansion into a global phenomenon, tactics and strategies, and the question of causes, as well as the issues surrounding counterterrorism's tactics, strategies, and policy dilemmas.

[283 {2482} b. Social Movements and Popular Protest.]

[284 {2930} b. The Politics of the Family.]

**291–294 {2970–2973} b. Intermediate Independent Study in Government and Legal Studies.** The Department.

**299 {2999} b. Intermediate Collaborative Study in Government and Legal Studies.** The Department.

### LEVEL C COURSES

Level C courses provide seniors and juniors with appropriate background the opportunity to do advanced work within a specific subfield. Enrollment is limited to fifteen students in each seminar. Priority is given to senior majors, then junior majors, particularly those with a concentration in the subfield. Sophomores may enroll with permission of the instructor. These courses are not open to first-year students.

**303 {3000} b. The Law and Politics of Freedom of Speech.** Fall 2012. Richard E. Morgan.

While focusing primarily on American material, students have the option of choosing speech controversies in other polities as the subject of their seminar papers.

**304 {3010} b. Advanced Seminar in American Politics: Presidential-Congressional Relations.** Spring 2013. Janet M. Martin.

Examines presidential-congressional relations through a number of perspectives, including use of historical, quantitative, and institutional analyses. Readings consider the relationship between the executive branch and Congress in both the domestic arena (including regulatory and budgetary policy) and in the area of foreign and defense policy.

[308 {3020} b. Money and Politics.]

**309 {3030} b. American Political Development.** Spring 2013. Jeffrey S. Selinger.

Examines how the United States developed from a modest, agrarian republic into a “modern,” mass democracy. How have the forces often associated with the process of modernization (e.g., the expansion of commerce and new media, the growth of industry, the rise of a welfare and regulatory state) changed the shape of America’s representative institutions and the nature of American political culture? Readings focus on the development of the electoral system, the emergence of a “modern” bureaucratic establishment, and the rise of the presidency as the focal point of party politics. Discussion will examine how these and other developments have shaped America’s liberal democratic values and transformed its political institutions.

[321 {3500} b. Social Protest and Political Change.]

**324 {3510} b. Post-Communist Pathways.** Spring 2013. Laura A. Henry.

Explores growing political, economic, and cultural diversity within the post-communist region after the enforced homogeneity of the Communist era. Considers the essential features of Communism and asks why these systems collapsed, before examining more recent developments. What are the factors promoting growing variation in the region? Why have some post-communist states joined the European Union, while others appear mired in authoritarianism? Do the institutional and cultural legacies of Communism influence contemporary politics? More than twenty years after the collapse of Communist regimes in East Central Europe and the Soviet Union, is “post-communism” still a useful concept for social scientists? Examines contemporary scholarship on the sources of change and continuity in the region and offers students the opportunity to undertake individual research projects.

**325 {3520} b. State-Building in Comparative Perspective.** Spring 2013. Ericka A. Albaugh.

States form the foundation of modern politics. Comparative government explores their variation; international relations examine their interaction. States can be instruments of oppression or engines of progress, and recent scholarship has focused on their strength, weakness, and failure. This capstone course explores the processes that produced the early modern state in Europe, then looks at more recent attempts to replicate state development in Latin America, Asia, the Middle East, and Africa. The role of war in state formation and the subject of citizenship receive particular attention.

**[327 {3530} b. Political Development in the West.]**

**[330 {3540} b. Ending Civil Wars.]**

**332 {3400} b. Advanced Seminar in Japanese Politics.** Spring 2014. Henry C. W. Laurence.

Analyzes the political, social, and cultural underpinnings of modern politics, and asks how democracy works in Japan compared with other countries. Explores how Japan has achieved stunning material prosperity while maintaining among the best health care and education systems in the world, high levels of income equality, and low levels of crime. Students are also instructed in conducting independent research on topics of their own choosing. (Same as **Asian Studies 332 {3300}**.)

Prerequisite: **Asian Studies 282** (same as **Government 232**).

**333 {3410} b. Advanced Seminar in Chinese Politics.** Spring 2013. Christopher Heurlin.

Seminar. Asks the question: Why was China not only able to survive the collapse of international communism after the Cold War but become an economic superpower? Drawing on evidence from the past twenty years, examines the sources of strength and fragility in the regime. Areas of focus include elite politics and the Communist Party, reform of the state-owned sector, the rise of private entrepreneurs, social protest, religion, and corruption. Class is discussion-based and assignments include short writing responses and a research paper. (Same as **Asian Studies 333 {3060}**.)

**336 {3560} b. Advanced Seminar in Comparative Political Economy.** Spring 2013. Henry Laurence.

Studies the relationship between governments and markets in policy areas including health care, education, social welfare and income inequality, media regulation, financial markets, economic growth and employment, etc. Focuses on advanced industrial democracies

including the United Kingdom, United States, and Japan.

Prerequisite: Two classes in comparative politics from: **Government 18–20, 23, 120, 220–222, 224–239, 261, 268, 272–275, 283, 321, 324, 325, 327, 330, 332, 333, and 337.**

**[337 {3550} b. Advanced Seminar in Democracy and Development in Asia.** (Same as **Asian Studies 337 {3810}.**)

**[341 {3200} b. Advanced Seminar in Political Theory: Tocqueville.]**

**[342 {3210} b. Advanced Seminar in Political Theory: Jean-Jacques Rousseau.]**

**346 {3220} b. Nietzsche.** Spring 2013. Paul N. Franco.

An examination of the broad range of Nietzsche's thought with a special view to its moral and political implications. Readings include Nietzsche's major works, including *Thus Spoke Zarathustra*. May also consider various twentieth-century interpretations and appropriations of Nietzsche's philosophy.

**361 {3600} b. Advanced Seminar in International Relations: Conflict Simulation and Conflict Resolution.** Spring 2013. Christian P. Potholm.

An upper-level interdisciplinary seminar on the nature of both international and national conflict. A variety of contexts and influence vectors are examined and students are encouraged to look at the ways conflicts can be solved short of actual warfare, as well as by it.

**363 {3610} b. Advanced Seminar in International Relations: Law, Politics, and the Search for Justice.** Spring 2013. Allen L. Springer.

Examines the complex relationship between law and policy in international relations by focusing on two important and rapidly developing areas of international concern: environmental protection and humanitarian rights. Fulfills the environmental studies senior seminar requirement. (Same as **Environmental Studies 363 {3963}.**)

**[393 {3900} c. Religious Culture and Politics in Southeast Asia.** (Same as **Asian Studies 344 {3550} and Religion 344 {3344}.**)

**395 {3910} b. Advanced Seminar in Environmental Policy and Politics.** Spring 2014. DeWitt John.

For forty years, environmental policy in the United States has focused on government regulation. In the last few years, many large corporations, financial and business consulting firms have embraced "sustainability," saying they seek to protect the environment and ensure social justice as well as making profits. Several respected environmental groups are working closely with these businesses, but others are very skeptical. The Environmental Protection Agency is considering whether to set its goal as sustainability and cooperate with corporations in working for this goal. Suggests lessons about the capacity of governments, businesses, non-profit, and individuals to deal effectively with complex environmental problems like climate change and the depletion of scarce natural resources. Emphasizes what is happening in the United States but also studies experiences in other nations and globally. (Same as **Environmental Studies 395 {3995}.**)

Prerequisite: One course in environmental studies or government, or permission of the instructor.

**401–404 {4000–4003} b. Advanced Independent Study and Honors in Government and Legal Studies.** The Department.

**405 {4029} b. Advanced Collaborative Study in Government and Legal Studies.** The Department.



## HISTORY

K. Page Herrlinger, *Department Chair*

Josephine C. Johnson, *Department Coordinator*

*Professors:* Thomas Conlan (Asian Studies), Olufemi Vaughan (Africana Studies), Allen Wells†

*Associate Professors:* Connie Y. Chiang† (Environmental Studies), Dallas G. Denery II†, David Gordon, K. Page Herrlinger, Matthew Klinge\*\* (Environmental Studies), Sarah F. McMahon, Patrick J. Rael, Rachel L. Sturman (Asian Studies), Susan L. Tananbaum

*Assistant Professors:* David Hecht†, Meghan Roberts, Ya (Leah) Zuo (Asian Studies)

*Visiting Faculty:* W. Thomas Okie

*Fellows:* Durba Mitra (Gender and Women's Studies), Elizabeth Shesko (Latin American Studies)

### Requirements for the Major in History

History offers the following regional fields of study: Africa, East Asia, Europe, Latin America, South Asia, and the United States. Some courses in history are designated as “transregional” because they cover more than one of these regional fields. The department also offers fields in Atlantic and Colonial Worlds, which may include these transregional courses, as well as courses that are not transregional but fit into these transregional concentrations. All history courses fall under one or more of these regional or transregional fields.

Before electing to major in history, a student should have completed or have in progress at least two college-level courses in history. In consultation with a faculty advisor in the department, a student should plan a program that begins at either the introductory or the intermediate level and progresses to the advanced level.

The major consists of ten courses, with the following stipulations:

1. No more than two courses below the 200 level may count toward the major, and these must be taken prior to the junior year.
2. Students may not count toward the major more than six courses in a single field of study. (Students may count transregional courses toward any *one* of the fields they cover.)
3. *Non-Euro/U.S. courses:* Majors take at least four courses in fields outside of Europe and the United States. These courses may include courses taken in the transregional fields (Atlantic Worlds and Colonials Worlds), which count toward at least one non-Euro/U.S. field. Transregional courses may count toward any *one* of their designated field areas, but a single course may not count toward more than one field area.
4. *Pre-modern course:* One pre-modern course (courses designated by professors).
5. *Advanced seminars:* Three courses above the level of 200-lecture courses (i.e., 200-level intermediate seminars, 300-level research seminars, 400-level advanced independent studies, or honors). These courses must be taken in at least two fields (a single course may not count toward more than one field).
6. *Capstone:* One of the three advanced seminars must be a 300-level capstone seminar. In consultation with a faculty advisor, a major may fulfill this requirement with an honors project. Students are expected to have concentrated their studies in the field in which the capstone is taken by having taken at least two prior courses in the field.

*Grades:* Students must obtain a minimum course grade of C- to receive credit toward the major. Courses that will count toward the major must be taken on a graded basis (not Credit/D/Fail).



*Study away:* In the sophomore year, students anticipating study away from Bowdoin should discuss with the departmental advisor a plan for the history major that includes work at Bowdoin and elsewhere. Students participating in approved off-campus study may count no more than one history course per semester toward the history major. In exceptional cases, students may petition to receive credit for more than one course per semester toward the history major. In all cases, a maximum of three history courses taken away from Bowdoin can count toward the history major.

*Honors:* All history majors seeking departmental honors will enroll in at least one semester of the Honors Program (**History 451, 452**). Its primary requirement is the research and writing of the honors thesis. To be eligible to register for Honors, a student must have the equivalent of a B+ average in courses taken in the department and the approval of a thesis advisor.

*Languages:* History majors are encouraged to develop competence in one or more foreign languages and to use this competence in their historical reading and research. Knowledge of a foreign language is particularly important for students planning graduate work.

### **Requirements for the Minor in History**

The minor consists of five courses with the following stipulations:

1. A maximum of one course taken under the 200 level (must be taken prior to junior year)
2. A maximum of one course taken at another institution (may not count as an intermediate seminar or higher)
3. One course must be taken at the level of intermediate seminar or higher (course must be taken at Bowdoin)
4. One course must be non-Euro/U.S. (a transregional course that covers fields outside of Europe and the United States may count)
5. Courses that will count toward the minor must be taken on a graded basis (not Credit/D/Fail)
6. Students participating in off-campus study may count no more than two history courses toward the history minor. This must be approved by a departmental advisor.

### **Curriculum**

Although first-year seminars and 100-level courses are designed as introductory courses for students who have not taken college-level courses in history, first-year students and all non-majors may also enroll in any lecture course numbered **200–289**.

Intermediate seminars, listed beginning on page 210, are not open to first-year students. Most of these seminars have a prerequisite of one history course.

Advanced seminars or Problems Courses, listed beginning on page 216, are open to history majors and minors and to other juniors and seniors with sufficient background in the discipline.

### **First-Year Seminars**

The following seminars, designed for first-year students, are introductory in nature. They do not assume that students have a background in the period or the area of the particular seminar topic. The seminars introduce students to the study of historical methods, the examination of particular questions of historical inquiry, and the development of analytical skills in reading and writing. The seminars are based on extensive reading, class discussion, and multiple short, critical essays. Enrollment is limited to sixteen students in each seminar.

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For a full description of first-year seminars, see pages 155–167.

**[11 {1018} c. *Memoirs and Memory in American History*.]**

**12 {1014} c. *Utopia: Intentional Communities in America, 1630–1997*.** Fall 2012. Sarah McMahon.

**13 {1035} c. *Living in the Sixteenth Century*.** Fall 2014. Thomas D. Conlan. (Same as **Asian Studies 11 {1025}**.)

**18 {1008} c. *New Worlds, New Goods: Consumerism in Early Modern Europe*.** Fall 2012. Meghan Roberts.

**20 {1010} c. *In Sickness and in Health: Public Health in Europe and the United States*.** Fall 2012. Susan Tananbaum. (Same as **Gender and Women's Studies 20 {1020}**.)

**22 {1012} c. “Bad” Women Make Great History: Gender, Identity, and Society in Modern Europe, 1789–1945.** Fall 2013. Page Herrlinger. (Same as **Gender and Women's Studies 22 {1022}**.)

**25 {1016} c. *The Civil War in Film*.** Fall 2013. Patrick Rael. (Same as **Africana Studies 25 {1025}**.)

**26 {1038} c. *Globalizing India*.** Fall 2012. Rachel Sturman. (Same as **Asian Studies 26 {1035}**.)

**27 {1032} c. *The Sexual Life of Colonialism: Gender and Sexuality in the Colonial World*.** Fall 2012. Durba Mitra. (Same as **Gay and Lesbian Studies 17 {1017}** and **Gender and Women's Studies 16 {1016}**.)

## Introductory, Intermediate, and Advanced Courses

For intermediate seminars at the 200 level and advanced problems courses, see pages 210–216.

**110 {1140} c - ESD. *Medieval, Renaissance, and Reformation Europe*.** Fall 2013. Dallas Denery.

Introductory-level lecture. A wide-ranging introduction to pre-modern European history beginning with the reign of the Roman Emperor Constantine (c. 272–337) and concluding with the Council of Trent (1545–1563). Particular attention is paid to the varying relations between church and state, the birth of urban culture and economy, institutional and popular religious movements, and the early formation of nation states. Not open to students who have credit for **History 206** (Early Modern Europe) or **207** (Medieval Europe).

*Note:* This course fulfills the pre-modern requirement for history majors.

**125 {1180} c - ESD, IP. *Entering Modernity: European Jewry*.** Fall 2012. Susan L. Tananbaum.

Explores Jewish life through the lenses of history, religion, and ethnicity and examines the processes by which governments and sections of the Jewish community attempted to incorporate Jews and Judaism into European society. Surveys social and economic transformations of Jews, cultural challenges of modernity, varieties of modern Jewish religious expression, political ideologies, the Holocaust, establishment of Israel, and American Jewry through primary and secondary sources, lectures, films, and class discussions. (Same as **Religion 125 {1125}**.)

**127 {1160} c - ESD. Early Modern Europe, from Reformations to Revolutions.** Spring 2013 and Spring 2014. Meghan Roberts.

Introductory lecture. Opens with Europe in crisis, reeling from the political, social, and religious implications of the Reformation. Closes with the continent in the grips of yet another seismic shift, that of the French Revolution. Considers how individuals, communities, and nation-states coped with these changes through the study of the Reformation, Inquisition, warfare, state-building, the Scientific Revolution, the Enlightenment, and the French Revolution.

*Note:* This course fulfills the pre-modern requirement for history majors.

**139 {1241} c. The Civil War Era.** Fall 2012. Patrick Rael.

Examines the coming of the Civil War and the war itself in all its aspects. Considers the impact of changes in American society, the sectional crisis and breakdown of the party system, the practice of Civil War warfare, and social ramifications of the conflict. Includes readings of novels and viewing of films. Students are expected to enter with a basic knowledge of American history, and a commitment to participating in large class discussions. (Same as **Africana Studies 139 {1241}**.)

**140 {1240} c. War and Society.** Fall 2013. Patrick Rael.

Explores the nature of warfare from the fifteenth century to the present. The central premise is that war is a reflection of the societies and cultures that wage it. This notion is tested by examining the development of war-making in Europe and the Americas from the period before the emergence of modern states, through the great period of state formation and nation building, to the present era, when the power of states to wage war in the traditional manner seems seriously undermined. Throughout, emphasis is placed on contact between European and non-European peoples. Students are required to view films every week outside of class.

**[201 {2001} c - ESD. History of Ancient Greece: Bronze Age to the Death of Alexander.** (Same as **Classics 211 {2211}**.)]

**202 {2002} c. Ancient Rome.** Fall 2012. Robert Sobak.

Surveys the history of Rome from its beginnings to the fourth century A.D. Considers the political, economic, religious, social, and cultural developments of the Romans in the context of Rome's growth from a small settlement in central Italy to the dominant power in the Mediterranean world. Special attention is given to such topics as urbanism, imperialism, the influence of Greek culture and law, and multiculturalism. Introduces different types of sources—literary, epigraphical, archaeological, etc.—for use as historical documents. (Same as **Classics 212 {2212}**.)

*Note:* This course fulfills the pre-modern requirement for history majors.

**[206 {2007} c. War and Society in the Ancient Greek World.** (Same as **Classics 213 {2213}**.)]

**209 {2286} c - ESD, IP. Indigenous Identity and Politics in Latin America, 1492 to Present.** Spring 2013. Elizabeth Shesko.

Examines the construction of indigenous identity in Latin America from the conquest to the present, focusing on how indigenous and European cultures mixed and affected one another, albeit under profoundly unequal conditions. Analyzes how authenticity, heritage, and tradition are set up against forms of progress, belonging, and exclusion. Topics include religion, sexuality, legal frameworks governing indigenous peoples, movements for autonomy, and the recent effects of migration, transnational networks, international law, and NGOs. Considers

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the case studies of Mexico, Guatemala, Peru, and Bolivia through primary sources and recent scholarship. (Same as **Latin American Studies 243 {2143}.**)

### **215 {2105} c - ESD. The Paradox of Progress: Europe and the Experience of Modernity, 1815-1918.** Fall 2012. Page Herrlinger.

Survey course of the “long nineteenth century” in Europe, from 1815 to the end of the First World War, with an emphasis on the social, cultural, and political impact of industrial and technological “progress.” Explores the way people lived and thought about the world around them as Europe industrialized, as well as the ambivalence that many Europeans came to attach to “modernity” by the end of the Great War in 1918.

### **218 {2108} c - ESD, IP. The History of Russia, 1725–1924.** Spring 2014. Page Herrlinger.

Explores Russian society, culture, and politics during three dramatically different phases of the modern period: the Old Regime under the Tsars in the eighteenth and nineteenth centuries; the violent, revolutionary transformations of 1905 and 1917; and the founding years of socialist rule under Lenin and the Bolsheviks. Readings drawn from a diverse range of primary sources (including petitions, letters, memoirs, official proclamations, ethnographic accounts) as well as secondary works written by leading scholars. Also draws widely on contemporary visual culture (including, but not limited to, painting, photography, and film).

### **219 {2109} c - ESD, IP. Russia's Twentieth Century: Revolution and Beyond.** Spring 2013. Page Herrlinger.

Examines major transformations in Russian society, culture, and politics from the Revolutions of 1917 through the fall of the Soviet Empire in 1991. Topics include the building of socialist society under Lenin and Stalin, the political Terror of the 1930s and the expansion of the Gulag system, the experience of World War II, Soviet influence in Central Asia and Eastern Europe, attempts at de-Stalinization under Khrushchev, everyday life under “developed socialism,” the period of “glasnost” and “perestroika” under Gorbachev, and the problems of de-Sovietization in the early 1990s.

### **223 {2085} c - IP. Modern Britain, 1837 to the 1990s.** Spring 2013. Susan Tananbaum.

A social history of modern Britain from the rise of urban industrial society in the early nineteenth century to the present. Topics include the impact of the industrial revolution, acculturation of the working classes, the impact of liberalism, the reform movement, and Victorian society. Concludes with an analysis of the domestic impact of the world wars and of contemporary society.

### **227 {2005} c - IP. City and Landscape in Modern Europe.** Fall 2012. Jill Pearlman.

Explores the evolution of the built environment in London, Paris, Vienna, and Berlin from the mid-nineteenth century to the present. Focusing on significant moments in the history of these cities, considers a variety of factors as determinants of urban form, including technological developments, industrialization, politics, economics, culture and design. Topics include the creation of capital cities, natural and public spaces, streets, housing, suburbanization, environmental problems, and current schemes for a sustainable urbanism. (Same as **Environmental Studies 227 {2417}.**)

### **228 {2220} c. Civil Rights and Black Power Movements in the Making of Modern America.** Spring 2013. Brian Purnell.

Examines the political activism, cultural expressions, and intellectual history that gave rise to a modern Black freedom movement, and that movement's impact on the broader American

(and international) society. Students study the emergence of community organizing traditions in the southern black belt as well as postwar black activism in U.S. cities; the role the federal government played in advancing civil rights legislation; the internationalism of African American activism; and the relationship between black culture, aesthetics, and movement politics. The study of women and gender a central component. Using biographies, speeches, and community and organization studies, students analyze the lives and contributions of Martin Luther King Jr., Ella Baker, Septima Clark, Malcolm X, Stokely Carmichael, Angela Davis, Huey Newton, and Fannie Lou Hamer, among others. Closely examines the legacies of the modern Black freedom movement: the expansion of the Black middle class, controversies over affirmative action, and the rise of Black elected officials. (Same as **Africana Studies 240 {2240}**.)

**229 {2201} c - ESD. Science, Sex, and Politics.** Spring 2014. David Hecht.

Examines the intersection of science, sex, and politics in twentieth-century United States history. Issues of sex and sexuality have been contested terrain over the past hundred years, as varying conceptions of gender, morality, and “proper” sexual behavior have become politically and socially controversial. Explores the way that science has impacted these debates—often as a tool by which activists of varying political and intellectual persuasions have attempted to use notions of scientific objectivity and authority to advance their agendas. Explores debates over issues such as birth control, eugenics, abortion, and the “gay gene.” (Same as **Gay and Lesbian Studies 229 {2681}** and **Gender and Women’s Studies 230 {2230}**.)

**231 {2121} c - ESD. Colonial America and the Atlantic World, 1607–1763.** Spring 2013. Sarah McMahon.

A social history of the emigration to and founding and growth of the colonies in British North America. Explores the difficulties of creating a new society, economy, polity, and culture in an unfamiliar and already inhabited environment; the effects of diverse regional and national origins and often conflicting goals and expectations on the early settlement and development of the colonies; the gradual adaptations and changes in European, Native American, and African cultures, and their separate, combined, and often contested contributions to a new “provincial,” increasingly stratified (both socially and economically), and regionally disparate culture; and the later problems of maturity and stability as the thirteen colonies began to outgrow the British imperial system and become a new “American” society.

*Note:* This course fulfills the pre-modern requirement for history majors.

**232 {2160} c - ESD. History of the American West.** Fall 2014. Connie Chiang.

Survey of what came to be called the Western United States from the nineteenth century to the present. Topics include Euro-American relations with Native Americans; the expansion and growth of the federal government into the West; the exploitation of natural resources; the creation of borders and national identities; race, class, and gender relations; the influence of immigration and emigration; violence and criminality; cities and suburbs; and the enduring persistence of Western myths in American culture. Students write several papers and engage in weekly discussion based upon primary and secondary documents, art, literature, and film. (Same as **Environmental Studies 232 {2418}**.)

**233 {2123} c - ESD. American Society in the New Nation, 1763–1840.** Fall 2013. Sarah McMahon.

A social history of the United States from the Revolution to the Age of Jackson. Topics include the various social, economic, cultural, and ideological roots of the movement for American

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independence; the struggle to determine the scope of the Constitution and the political shape of the new republic; the emergence of and contest over a new social and cultural order and the nature of American “identity”; and the diverging social, economic, and political histories of regions (North, South, and trans-Appalachian West) and peoples in the early to mid-nineteenth century. Topics include urbanization, industrialization, and the development of new forms of social organization in the North; religion and the Second Great Awakening; the westward expansion of the nation into areas already occupied; the southern plantation economy and slave communities; and the growth of the reform impulse in Jacksonian America.

**[234 {2004} c - ESD. Lawn Boy Meets Valley Girl: Gender and the Suburbs. (Same as Gender and Women’s Studies 235 {2235}.)]**

**235 {2180} c - ESD. Borderlands and Empires in Early North America.** Spring 2014. Matthew Klinge.

Survey of the making of North America from initial contact between Europeans and Africans and Native Americans to the creation of the continent’s three largest nations by the mid-nineteenth century: Canada, Mexico, and the United States. Topics include the history of Native populations before and after contact; geopolitical and imperial rivalries that propelled European conquests of the Americas; evolution of free and coerced labor systems; environmental transformations of the continent’s diverse landscapes and peoples; formation of colonial settler societies; and the emergence of distinct national identities and cultures in former European colonies. Students write several papers and engage in weekly discussion based upon primary and secondary documents, art, literature, and material culture. (Same as **Environmental Studies 235 {2415}** and **Latin American Studies 236 {2180}**.)

**236 {2140} c - ESD. The History of African Americans, 1619–1865.** Spring 2013. Patrick Rael.

Examines the history of African Americans from the origins of slavery in America through the death of slavery during the Civil War. Explores a wide range of topics, including the establishment of slavery in colonial America, the emergence of plantation society, control and resistance on the plantation, the culture and family structure of enslaved African Americans, free black communities, and the coming of the Civil War and the death of slavery. (Same as **Africana Studies 236 {2140}**.)

**237 {2141} c - ESD. The History of African Americans from 1865 to the Present.** Spring 2014. Patrick Rael.

Explores the history of African Americans from the end of the Civil War to the present. Issues include the promises and failures of Reconstruction, the Jim Crow era, black leadership and protest institutions, African American cultural styles, industrialization and urbanization, the world wars, the Civil Rights Movement, and conservative retrenchment. (Same as **Africana Studies 237 {2141}**.)

**242 {2182} c - ESD. Environment and Culture in North American History.** Every year. Spring 2013. W. Thomas Okie.

Explores relationships between ideas of nature, human transformations of the environment, and the effect of the physical environment upon humans through time in North America. Topics include the “Columbian exchange” and colonialism; links between ecological change and race, class, and gender relations; the role of science and technology; literary and artistic perspectives of “nature”; agriculture, industrialization, and urbanization; and the rise of

modern environmentalism. (Same as **Environmental Studies 203 {2403}**.)

Prerequisite: **Environmental Studies 101** or permission of the instructor.

**244 {2006} c - VPA. City, Anti-City, Utopia: Building Urban America.** Spring 2015. Jill Pearlman.

Explores the evolution of the American city from the beginning of industrialization to the present age of mass communications. Focuses on the underlying explanations for the American city's physical form by examining cultural values, technological advancement, aesthetic theories, and social structure. Major figures, places, and schemes in the areas of urban design and architecture, social criticism, and reform are considered. (Same as **Environmental Studies 244 {2404}**.)

**246 {2126} c - ESD. Women in American History, 1600–1900.** Spring 2014. Sarah McMahon.

A social history of American women from the colonial period through the nineteenth century. Examines women's changing roles in both public and private spheres; the circumstances of women's lives as these were shaped by class, ethnic, and racial differences; the recurring conflict between the ideals of womanhood and the realities of women's experience; and focuses on family responsibilities, paid and unpaid work, religion, education, reform, women's rights, and feminism. (Same as **Gender and Women's Studies 251 {2251}**.)

**248 {2128} c - ESD. Family and Community in American History, 1600–1900.** Fall 2012. Sarah McMahon.

Examines the social, economic, and cultural history of American families from 1600 to 1900, and the changing relationship between families and their kinship networks, communities, and the larger society. Topics include gender relationships; racial, ethnic, cultural, and class variations in family and community ideals, structures, and functions; the purpose and expectations of marriage; philosophies of child-rearing; organization of work and leisure time; and the effects of industrialization, urbanization, immigration, and social and geographic mobility on patterns of family life and community organization. (Same as **Gender and Women's Studies 248 {2248}**.)

**252 {2401} c - IP. Colonial Latin America.** Fall 2012. Elizabeth Shesko.

Introduces students to the history of Latin America from pre-Columbian times to about 1825. Traces developments fundamental to the establishment of colonial rule, drawing out regional comparisons of indigenous resistance and accommodation. Topics include the nature of indigenous societies encountered by Europeans; exploitation of African and Indian labor; evangelization and the role of the church; the evolution of race, gender, and class hierarchies in colonial society; and the origins of independence in Spanish America and Brazil. (Same as **Latin American Studies 252 {2401}**.)

*Note:* This course fulfills the pre-modern requirement for history majors.

**255 {2402} c - IP. Modern Latin America.** Fall 2013. Allen Wells.

Traces the principal economic, social, and political transformations from the wars of independence to the present. Topics include colonial legacies and the aftermath of independence; the consolidation of nation-states and their insertion in the world economy; the evolution of land and labor systems, and the politics of reform and revolution, and the emergence of social movements. (Same as **Latin American Studies 255 {2402}**.)



**257 {2016} c. Age of Reform: The Long Progressive Movement in United States History 1890–1940.** Fall 2012. W. Thomas Okie.

Investigates the history of reform in the United States. Examines episodes from the late nineteenth-century farmers' and workers' movements through the New Deal reforms of the 1930s, but focuses on the so-called "progressive movement" around the turn of the century, including urban reform, the social gospel, conservation and rural development, segregation and eugenics, and progressive politics.

**[258 {2403} c - IP. Latin American Revolutions.** (Same as **Latin American Studies 258 {2403}.**)]

**261 {2342} c - ESD, IP. The Making of Modern India.** Fall 2012. Rachel Sturman.

Traces the history of India from the rise of British imperial power in the mid-eighteenth century to the present. Topics include the formation of a colonial economy and society; religious and social reform; the emergence of anti-colonial nationalism; the road to independence and partition; and issues of secularism, democracy, and inequality that have shaped post-colonial Indian society. (Same as **Asian Studies 256 {2581}.**)

**[262 {2362} c - ESD, IP. Africa and the Atlantic World, 1400–1880.** (Same as **Africana Studies 262 {2362}.**)]

**263 {2343} c - ESD, IP. Politics and Popular Culture in Twentieth-Century India.** Spring 2013. Rachel Sturman.

Examines the new forms of politics and of popular culture that shaped twentieth-century modernity in India. Topics include the emergence of mass politics, secular and religious nationalism, urbanization and the creation of new publics, violence and popular media, modern visual culture, democracy and social movements, and the politics of development. Focuses on the relationship between new sociopolitical forms and new technologies of representation and communication. (Same as **Asian Studies 258 {2582}.**)]

**[264 {2364} c - ESD, IP. Conquest, Colonialism, and Independence: Africa since 1880.** (Same as **Africana Studies 264 {2364}.**)]

**265 {2365} c - IP. Mogadishu to Madagascar: East African History.** Fall 2012. David Gordon.

Examines the history of East Africa with a special focus on the interactions between east Africans and the Indian Ocean World. Considers African societies prior to Portuguese conquest, continues through Omani colonialism, and the spread of slavery across East Africa and the Indian Ocean islands of Madagascar and Mauritius; the onset of British, Italian, and German colonialism, rebellions against colonialism including Mau Mau in Kenya, and post-colonial conflicts including the Zanzibar revolution of 1964; the rise of independent Tanzania, Kenya, Mozambique, Madagascar, and Somalia, and challenges to their sovereignty by present-day Indian Ocean rebels, such as the Somali pirates. (Same as **Africana Studies 268 {2365}.**)]

**266 {2404} c - IP. History of Mexico.** Spring 2014. Allen Wells.

A survey of Mexican history from pre-Columbian times to the present. Topics include the evolving character of indigenous societies, the nature of the Encounter, the colonial legacy, the chaotic nineteenth century, the Mexican Revolution, and United States-Mexican relations. Contemporary problems are also addressed. (Same as **Latin American Studies 266 {2104}.**)]



**267 {2008} c - IP. The Republic of Rome and the Evolution of Executive Power.** Spring 2013. Michael Nerdahl.

Examines in depth the approaches to leadership within the governmental system that enabled a small, Italian city-state to take eventual control of the Mediterranean world, and how this state was affected by its unprecedented military, economic, and territorial growth. Investigates and re-imagines the political maneuverings of the most famous pre-Imperial Romans, such as Scipio Africanus, the Gracchi, and Cicero, and how political institutions such as the Roman Senate and assemblies reacted to and dealt with military, economic, and revolutionary crises. Looks at the relationship of the Roman state to class warfare, the nature of electoral politics, and the power of precedent and tradition. While examining if the ultimate fall precipitated by Caesar's ambition and vision was inevitable, we will also discover what lessons, if any, modern politicians can learn about statesmanship from the transformation of the hyper-competitive atmosphere of the Republic into the monarchical principate of Augustus. All sources, such as Livy's history of Rome, Plutarch's *Lives*, letters and speeches of Cicero, and Caesar's Civil War, are in English, and no prior knowledge of Roman antiquity is required. (Same as **Classics 214 {2214}**.)

*Note:* This course fulfills the pre-modern requirement for history majors.

**268 {2161} c - ESD. Asian American History, 1850–Present.** Fall 2013. Connie Chiang. Surveys the history of Asian Americans from the mid-nineteenth century to the present. Explores the changing experiences of Asian immigrants and Asian Americans within the larger context of American history. Major topics include immigration and migration, race relations, anti-Asian movements, labor issues, gender relations, family and community formation, resistance and civil rights, and representations of Asian Americans in American popular culture. Readings and course materials include scholarly essays and books, primary documents, novels, memoirs, and films.

**271 {2061} c - ESD. Culture Wars in the Age of Enlightenment.** Fall 2012. Meghan Roberts.

Examines a series of intellectual, political, and cultural feuds in seventeenth- and eighteenth-century Europe, the so-called "Age of Enlightenment" during which thinkers aspired to implement sweeping changes in politics and society. Topics include the debate over who had the right to engage in intellectual work, the rise of atheistic thinking and the efforts of religious groups to combat it, the development of new scientific methods, and discussions of government, gender, and race.

*Note:* This course fulfills the pre-modern requirement for history majors.

**273 {2321} c. History of China II: Middle and Late Imperial Periods (800 to 1800).** Spring 2013. Leah Zuo.

Second installment of a three-part introduction to Chinese history. Begins with the conditions shortly before the Golden Age (Tang Dynasty) collapses, and ends with the heyday of the last imperial dynasty (Qing Dynasty). Major topics include the burgeoning of "modernity" in economic and political patterns, the relation between state and society, the voice and presence of new social elites, ethnic identities, and the cultural, economic, and political encounters between China and the West. (Same as **Asian Studies 271 {2011}**.)

**275 {2320} c. History of China I: Antiquity and Late Antiquity (2000 B.C.E. to 800 C.E.).** Fall 2012. Leah Zuo.

First installment of a three-part introduction to Chinese history. Explores the origins and foundations of Chinese civilization. Prominent themes include the inception of the imperial

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system, the intellectual florescence in classical China, the introduction and assimilation of Buddhism, the development of Chinese cosmology, and the interactions between early China and neighboring regions. Class discussion of historical writings complemented with literary works and selected pieces of the visual arts. (Same as **Asian Studies 275 {2010}.**)

*Note:* This course fulfills the pre-modern requirement for history majors.

**[280 {2344} c - ESD, IP. Imperialism, Nationalism, Human Rights.** (Same as **Asian Studies 230 {2230}.**)]

**[282 {2341} c - ESD, IP. India and the Early Modern World.** (Same as **Asian Studies 236 {2580}.**)]

**283 {2300} c - ESD, IP. The Origins of Japanese Culture and Civilization.** Fall 2012 and 2013. Thomas D. Conlan.

How do a culture, a state, and a society develop? Designed to introduce the culture and history of Japan by exploring how “Japan” came into existence, and to chart how patterns of Japanese civilization shifted through time. Attempts to reconstruct the tenor of life through translations of primary sources, and to lead to a greater appreciation of the unique and lasting cultural and political monuments of Japanese civilization. (Same as **Asian Studies 283 {2250}.**)

*Note:* This course fulfills the pre-modern requirement for history majors.

**284 {2301} c - ESD, IP. The Emergence of Modern Japan.** Spring 2013 and 2014. Thomas D. Conlan.

What constitutes a modern state? How durable are cultures and civilizations? Examines the patterns of culture in a state that managed to expel European missionaries in the seventeenth century, and came to embrace all things Western as being “civilized” in the mid-nineteenth century. Compares the unique and vibrant culture of Tokugawa Japan with the rapid program of late-nineteenth-century industrialization, which resulted in imperialism, international wars and, ultimately, the postwar recovery. (Same as **Asian Studies 284 {2251}.**)

**{2062} c - IP. Conquistadors, Commerce, and Constitutions: States and Empires, 1492–1815.** Fall 2013. Meghan Roberts.

Examines the rise of nation-states and empires in Europe from the discovery of the “New World” through the age of Napoleon. Emphasizes the social, cultural, and intellectual origins of nationalism and imperialism as well the complex interactions between Europeans and indigenous peoples. Takes as particularly important case studies the nations of France, Britain, and Spain.

*Note:* This course fulfills the pre-modern requirement for history majors.

## Intermediate Seminars

The following seminars offer the opportunity for more intensive work in critical reading and discussion, analytical writing, library or archival research, and thematic study than is available in the intermediate (200-level) lecture courses. They are intended for majors and non-majors alike, but, because they are advanced intermediate courses, they assume some background in the discipline and may require previous course work in history or the permission of the instructor (see individual course descriptions for prerequisites). Enrollment is limited to sixteen students. The intermediate seminars are not open to first-year students. They do not fulfill the history major requirement for a 300-level seminar.

**200 {2871} c. Beyond Capoeira: History and Politics of Afro-Brazilian Culture.** Fall 2012.

Laura Premack.

Seminar. Brazil has the largest population of African descent outside Africa. Nowadays, Brazilians pride themselves on their country's unique racial and cultural heritage, but it hasn't always been this way. For centuries, many Afro-Brazilian practices were illegal. Now, however, we are in the midst of what might be called an Afro-Brazilian renaissance. This is something to be celebrated, but it is also something to be questioned. Do these efforts to delineate, praise, and preserve Afro-Brazilian culture actually limit our understanding of it? Has labeling certain aspects of Brazilian cultural heritage as African created a situation in which other ways that Africa has influenced Brazil are overlooked? Just what do we mean by "African" and "Brazilian" anyhow? Takes a historical and anthropological approach to these and other related questions. (Same as **Africana Studies 210 {2210}** and **Latin American Studies 221 {2110}**.)

**207 {2501} c. Food and Power in American History.** Fall 2012. W. Thomas Okie.

Seminar. The social, cultural, and environmental history of food production and consumption in America since the colonial era, with a focus on the rise of the "industrial" food system in the twentieth century. Topics include class/gender/race in rural landscapes, hunters and poachers, freshness, institutional and convenience foods, the Green Revolution, and the organic and local food movements. (Same as **Environmental Studies 209 {2422}**.)

**[212 {2582} c. Imagining the Perfect Society: Utopian and Revolutionary Thought in Russia, 1789–1917.]****213 {2840} c. Transnational Africa and Globalization.** Fall 2013. Olufemi Vaughan.

Seminar. Drawing on key readings on the historical sociology of transnationalism since World War II, examines how postcolonial African migrations transformed African states and their new transnational populations in Western countries. Discusses what concepts such as the nation state, communal identity, global relations, and security mean in the African context to critically explore complex African transnational experiences and globalization. These dynamic African transnational encounters encourage discussions on homeland and diaspora, tradition and modernity, gender and generation. (Same as **Africana Studies 213 {2840}**.)

**216 {2841} c. History of African and African Diasporic Political Thought.** Spring 2014.

Olufemi Vaughan.

Seminar. Critically discusses some seminal works in African diaspora and African political thought in the nineteenth and twentieth centuries. Organized around global and national currents that will allow students to explore intersections in pan-African, African American, and African political thought in the context of Atlantic and global histories. Seminar topics divided into three major historic moments. The first will explore major themes on Atlantic slavery and Western thought, notably slavery and racial representation; slavery and capitalism; slavery and democracy. The second focuses on the struggle of African Americans, Africans, and West Indians for freedom in post-Abolition and colonial contexts. Topics discussed within twentieth-century national, regional, and global currents include reconstruction and industrialization; pan-Africanism; new negro; negritude; colonialism; nationalism. Finally, explores pan-African and African encounters in the context of dominant postcolonial themes, namely decolonization; Cold War; state formation; imperialism; African diaspora feminist thought; globalism. Discusses these foundational texts and the political thoughts of major African, African American, and Caribbean intellectuals and activists in their appropriate historical context. (Same as **Africana Studies 216 {2841}**.)

**217 {2580} c - ESD. The German Experience, 1918–1945.** Spring 2013. Page Herrlinger.

Seminar. An in-depth inquiry into the troubled course of German history during the Weimar and Nazi periods. Among the topics explored are the impact of the Great War on culture and society in the 1920s; the rise of National Socialism; the role of race, class, and gender in the transformation of everyday life under Hitler; forms of persecution, collaboration, and resistance during the third Reich; Nazi war aims and the experience of war on the front and at “home,” including the Holocaust.

**225 {2680} c. Image, Myth, and Memory.** Fall 2013. David Hecht.

Seminar. Which matters more: what happened, or what people *think* happened? Starts with the assumption that cultural reaction to an event is as consequential—perhaps more so—than what actually happened. Examines the cultural reception and changing historical memory of people, events, and ideas that have been central to modern American History and History of Science. Seeks to answer questions about the nature and construction of public opinion, popular images, and historical memory—and what the consequences of such processes and understandings have been. Introduces the themes and methods of studying popular and cultural history, drawing principally from examples in the history of science and post-World War II American culture. (Possible examples include nuclear weapons, evolution, genetics, climate change, student activism, feminism, abortion, education, and presidential politics.) Then follows a workshop format, in which classes revolve around the reading and writing that students do as part of self-designed research projects—projects that may be on any subject in modern United States history.

Prerequisite: One course in history or permission of the instructor.

**226 {2660} c - ESD. The City as American History.** Fall 2013. Matthew Klinge.

Seminar. America is an urban nation today, yet Americans have had deeply ambivalent feelings toward the city over time. Explores the historical origins of that ambivalence by tracing several overarching themes in American urban history from the seventeenth century to the present. Topics include race and class relations, labor, design and planning, gender and sexual identity, immigration, politics and policy, scientific and technological systems, violence and crime, religion and sectarian disputes, and environmental protection. Discussions revolve around these broad themes, as well as regional distinctions between American cities. Students are required to write several short papers and one longer paper based upon primary and secondary sources. (Same as **Gay and Lesbian Studies 266 {2266}.**)

**230 {2741} c - IP. Dictatorship, Human Rights, and Memory in Latin America.** Fall 2012. Elizabeth Shesko.

Seminar. Examines the military dictatorships that ruled Latin American countries from the mid-1950s to the 1980s, the movements for democracy that toppled them, and efforts to reckon with their aftermath. Topics include internal and external support for the regimes, the role of truth commissions, the prosecution of human rights violations, and the challenges of writing the history of dictatorship. Considers the cases studies of Guatemala, Argentina, Chile, and Brazil through primary sources and recent scholarship. Taught at both the 200 level and the 300 level. Students at both levels attend the same class sessions; students enrolled in the 300-level course complete a substantial research paper. (Same as **Latin American Studies 241 {2141}.**)

**238 {2621} c. Reconstruction.** Spring 2013. Patrick Rael.

Seminar. Close examination of the decade following the Civil War. Explores the events and scholarship of the Union attempt to create a biracial democracy in the South following the

war, and the sources of its failure. Topics include wartime Reconstruction, the Ku Klux Klan, Republican politics, and Democratic Redemption. Special attention paid to the deeply conflicted ways historians have approached this period over the years. (Same as **Africana Studies 238 {2621}.**)

Prerequisite: One previous course in history.

**239 {2870} c. Comparative Slavery and Emancipation.** Fall 2012. Patrick Rael.

Seminar. Examines slavery as a labor system and its relationship to the following: the emergence of market economies, definitions of race attendant to European commercial expansion, the cultures of Africans in the diaspora, slave control and resistance, free black people and the social structure of New World slave societies, and emancipation and its aftermath. Spends some time considering how historians have understood these crucial issues. Non-majors invited. (Same as **Africana Studies 239 {2870}.**)

**240 {2560} c - ESD. Only a Game? Sports and Leisure in Europe and America.** Spring 2013. Susan Tananbaum.

Seminar. Uses the lens of sport and leisure to analyze cultural and historical trends in modern Europe and the United States. Students read a range of primary and secondary texts exploring race, class, and gender and complete a significant research paper. Prerequisite: Two courses in history.

**[241 {2800} c - ESD, IP. From Gandhi to the Taliban: Secularism and Its Critics in Modern South Asia.** (Same as **Asian Studies 239 {2584}.**)]

**247 {2607} c. Maine: A Community and Environmental History.** Spring 2014. Sarah McMahon.

Seminar. Examines the evolution of various Maine social and ecological communities—inland, hill country, and coastal. Begins with the contact of European and Native American cultures, examines the transfer of English and European agricultural traditions in the seventeenth and eighteenth centuries, and explores the development of diverse geographic, economic, ethnic, and cultural communities during the nineteenth and into the early twentieth centuries. (Same as **Environmental Studies 247 {2447}.**)

Prerequisite: One course in history or permission of the instructor.

**249 {2609} c. History of Women's Voices in America.** Spring 2013. Sarah McMahon.

Seminar. Examines women's voices in America from 1650 to the twentieth century, as these emerged in private letters, journals, and autobiographies; poetry, short stories, and novels; essays, addresses, and prescriptive literature. Readings from the secondary literature provide a historical framework for examining women's writings. Research projects focus on the form and content of women's literature and the ways that it illuminates women's understandings, reactions, and responses to their historical situation. (Same as **Gender and Women's Studies 249 {2601}.**)

Prerequisite: One course in history.

**[250 {2640} c - ESD. California Dreamin': A History of the Golden State.** (Same as **Environmental Studies 250 {2416}.**)]

**[253 {2860} c. The United States and Latin America: Tempestuous Neighbors.** (Same as **Latin American Studies 253 {2160}.**)]

**254 {2861} c. Contemporary Argentina.** Spring 2014. Allen Wells.

Seminar. Texts, novels, and films help unravel Argentine history and culture. Topics examined include the image of the gaucho and national identity; the impact of immigration; Peronism; the tango; the Dirty War; and the elusive struggle for democracy, development, and social justice. (Same as **Latin American Studies 254 {2161}**.)

**259 {2801} c - ESD, IP. Sex and the Politics of the Body in Modern India.** Spring 2013. Rachel Sturman.

Seminar. Explores changing conceptions of the body, sexuality, and gender in South Asia, with a focus on modern formations since the late eighteenth century. Topics include arranged marriage; courtesanship and prostitution; ideas of purity and defilement; gender, sexuality, and nationalism; and the emergence of a contemporary lesbian/gay/queer movement. (Same as **Asian Studies 237 {2583}** and **Gender and Women's Studies 259 {2259}**.)

Prerequisite: One course in history or permission of instructor.

**260 {2781} c. Science, Technology, and Society in China.** Spring 2013. Leah Zuo.

Seminar. Examines Chinese science and technology in the cultural, intellectual, and social circumstances. Surveys the main fields of study in traditional Chinese science and technology, the nodal points of invention and discovery, and important conceptual themes associated with natural studies since antiquity to the early twentieth century. Prominent themes include astronomy and court politics, alchemy and Daoism, printing technology and books, the dissemination of Western natural science, among others. Reading materials reflect the interdisciplinary approach of this course and include secondary literature on cultural, intellectual history, ethnography, and the sociology of scientific knowledge. (Same as **Asian Studies 273 {2005}**.)

**[269 {2821} c - ESD, IP. After Apartheid: South African History and Historiography.**  
(Same as **Africana Studies 269 {2821}**.)]

**272 {2822} c - IP. Warlords and Child Soldiers in African History.** Fall 2012. David Gordon.

Seminar. Examines how gender, age, religion, and race have informed ideologies of violence by considering various historical incarnations of the African warrior across modern history, including the military slave, the mercenary, the revolutionary, the warlord, the religious warrior, and the child soldier. Analyzes the nature of warfare in modern African history and how fighters, followers, African civilians, and the international community have imagined the “work of war” in Africa. Readings include scholarly analyses of warfare, warriors, and warrior ideals alongside memoirs and fictional representations. (Same as **Africana Studies 272 {2822}**.)

**274 {2287} c. Global Pentecostalism: The Roots and Routes of Twentieth-Century Christianity.** Spring 2013. Laura Premack.

Seminar. Pentecostalism is a form of Christianity centered on the gifts of the Holy Spirit. Pentecostals speak in tongues, heal, prophesize, see visions, and exorcise demons. By many accounts, Pentecostalism is the fastest growing religion in the world. While its population is difficult to count, current estimates place the world's total number of Pentecostals at close to six hundred million. The vast majority of these Pentecostals are concentrated in the global South: Latin America, Africa, and Asia. The widespread assumption is that Pentecostalism started in the United States in 1906 and was taken to the rest of the world by missionaries. Challenging this assumption and exploring other interpretive possibilities is at the center of

this course, which will focus on charting the origins and expressions of the global Pentecostal movement with emphasis on its African-American roots and its contemporary African and Latin American expressions. (Same as **Africana Studies 242 {2235}** and **Latin American Studies 245 {2335}**.)

**276 {2780} c. The Classical Roots of Chinese Thought.** Fall 2012. Leah Zuo.

Seminar. Addresses Chinese thought from the time of Confucius, ca. sixth century B.C.E., up to the beginning of the Common Era. The first half of the time period nurtured many renowned thinkers, who devoted themselves to the task of defining and disseminating ideas. The latter half witnessed the canonization of a number of significant traditions, including Confucianism. Major problems that preoccupied the thinkers include order and chaos, human nature, the relationship between man and nature, among others. Students instructed to treat philosophical ideas as historically conditioned constructs and to interrogate them in contexts. (Same as **Asian Studies 276 {2002}**.)

*Note:* This course fulfills the pre-modern requirement for history majors.

**277 {2541} c. Crime and Punishment.** Spring 2014. Meghan Roberts.

Seminar. Starts with the assumption that crime provides a useful lens through which historians can understand the past because punishing transgressions forces people to articulate their values and ideals. Considers changing definitions of crime and changing understandings of how to punish and rehabilitate criminals in Europe from 1500 to 1800. Topics include the Inquisition, sexual crimes such as rape and sodomy, capital punishment, and slander. Also examines historical methods. Students write a research paper based on primary sources.

Prerequisite: One course in history.

**278 {2540} c - ESD, IP. The Politics of Private Life.** Fall 2013. Meghan Roberts.

Seminar. Explores the history of private life in Europe and the Atlantic World from 1400 to 1800 and, in particular, examines attempts by the early modern church and state to regulate sex and marriage. Considers how the structure and expression of marriage, sex, and romantic love changed in the wake of political and cultural shifts, especially colonialism, religious reform, and new political ideologies.

*Note:* This course fulfills the pre-modern requirement for history majors.

**279 {2700} c - ESD, Martin, Malcolm, and America.** Fall 2014. Brian Purnell.

Seminar. Examines the lives and thoughts of Martin L. King Jr. and Malcolm X. Traces the development in their thinking and examines the similarities and differences between them. Evaluates their contribution to the African American freedom struggle, American society, and the world. Emphasizes very close reading of primary and secondary material; use of audio and videocassettes; lecture presentations and class discussions. In addition to being an academic study of these two men's political and religious commitment, also concerns how they inform our own political and social lives. (Same as **Africana Studies 244 {2700}**.)

**281 {2760} c - IP. The Courtly Society of Heian Japan.** Fall 2012. Thomas D. Conlan.

Seminar. Japan's courtly culture spawned some of the greatest cultural achievements the world has ever known. Using the *Tale of Genji*, a tenth-century novel of romance and intrigue, attempts to reconstruct the complex world of courtly culture in Japan, where marriages were open and easy, even though social mobility was not; and where the greatest elegance, and most



## COURSES OF INSTRUCTION

base violence, existed in tandem. (Same as **Asian Studies 281 {2260}**.)

*Note:* This course fulfills the pre-modern requirement for history majors.

**285 {2761} c - IP. Conquests and Heroes.** Spring 2015. Thomas D. Conlan.

Seminar. Examines the experience of war in China, Japan, and Europe in order to ascertain the degree to which war is a culturally specific act. Explores narratives of battle and investigates “heroic” qualities of European, Chinese, and Japanese figures. A secondary theme constitutes an examination of the impact the thirteenth-century Mongol Invasions had on each of these military cultures. (Same as **Asian Studies 285 {2261}**.)

*Note:* This course fulfills the pre-modern requirement for history majors.

**286 {2762} c - IP. Japan and the World.** Fall 2013. Thomas D. Conlan.

Seminar. Explores Japan’s relations with China, Korea, and Europe in premodern and modern contexts. Also explores larger issues of state identity and cultures in East Asia. (Same as **Asian Studies 286 {2262}**.)

*Note:* This course fulfills the pre-modern requirement for history majors.

**287 {2763} c - ESD, IP. Kingship in Comparative Perspective.** Spring 2014. Thomas D. Conlan.

Seminar. What makes a king? How does one characterize or define sovereign authority and to what degree is this culturally specific? Explores the nature of kingship through a comparative perspective, contrasting Buddhist and Confucian notions of kingship and sovereignty. Focuses on Asia (South Asia, China, and Japan), although further insight is provided through comparisons with medieval Europe. (Same as **Asian Studies 287 {2263}**.)

## Advanced Seminars

The 300-level problems courses in history engage students in the close investigation of certain historical “problems.” Following a critical reading and discussion of representative primary and secondary sources, with attention to issues of methodology and interpretation, students develop an independent, primary research topic related to the central problem of the course, which culminates in an analytical essay of substantial length. Sufficient background in the discipline and field is assumed, the extent of it depending on whether these courses build upon courses found elsewhere in the history curriculum. Enrollment is limited to sixteen students. Majors in fields other than history are encouraged to consider these seminars.

**301 {3001} c. Place in American History.** Spring 2013. W. Thomas Okie.

Research seminar. Examines the theme of place in nineteenth and twentieth century U.S. history, with special emphasis on the U.S. South. Investigates place as a set of physical and biological characteristics, as a product of the interaction between humans and the environment, and as a social and cultural construct. Also attends to the challenge of writing histories with place as a central character. Students write a major research paper based on primary sources. (Same as **Environmental Studies 304 {3904}**.)

**311 {3100} c. Experiments in Totalitarianism: Nazi Germany and Soviet Russia.** Fall 2012. Page Herrlinger.

Compares and contrasts the nature of society and culture under two of the twentieth century’s most “totalitarian” regimes—fascism under the Nazis in Germany, and socialism under the Bolsheviks in the Soviet Union. Prior course work in either modern Germany or Russia is



strongly recommended, and students may focus their research project on either country, or a comparison of both.

**324 {3060} c. Great Nation, Haunted Nation: Memory and the French Revolution.** Spring 2013. Meghan Roberts.

Explores the relationship between collective memory and social, cultural, and political history through a focus on the French Revolution. Deals with three specific historical questions: how a new understanding of time and memories of the past shaped the course of the French Revolution; how memories of the French Revolution shaped the turbulent history of France in the nineteenth century; and how memories of the French Revolution affected politics and revolutions across the Atlantic World in the eighteenth and nineteenth centuries. Students write a major research paper based on primary sources.

**330 {3160} c. The United States Home Front in World War II.** Fall 2014. Connie Chiang.

Examines social and cultural changes on the United States home front during World War II. While some Americans remember World War II as “the good war,” an examination of this period reveals a more complicated history. By analyzing a variety of historical sources—scholarly writings, government documents and propaganda, films, memoirs, fiction, and advertising—investigates how the war shaped and reshaped sexuality, family dynamics, and gender roles; race and ethnic relations; labor conflicts; social reform, civil rights, and citizenship; and popular culture. Also considers the war’s impact on the immediate postwar years and how Americans have remembered the war. Students write a major paper based on primary source research.

**332 {3122} c. Community in America, in Maine, and at Bowdoin.** Fall 2013. Sarah McMahon.

A research seminar that explores ideals and social, economic, political, and cultural realities of community in American history, and examines continuity, change, and socio-economic, racial, and ethnic diversity in community experience. Begins with studies of communities in seventeenth-century Massachusetts and early national upstate New York; then focuses on Maine and on Bowdoin College and its midcoast neighborhood, with readings in both the secondary literature and a wealth of primary sources.

**336 {3140} c. Research in Nineteenth-Century United States History.** Spring 2014. Patrick Rael.

A research course for majors and interested non-majors that culminates in a single 25- to 30-page research paper. With the professor’s consent, students may choose any topic in Civil War or African American history, broadly defined. This is a special opportunity to delve into Bowdoin’s rich collections of primary historical source documents. (Same as **Africana Studies 336 {3140}.**)

Prerequisite: One course in history.

**337 {3180} c. Nature and Health in America.** Fall 2012 and Spring 2015. Matthew Klinge.

Explores relationships between humans, environment, and health in North American history from the sixteenth century to the present day. Topics may include the evolution of public health, biomedical research, and clinical practice; folk remedies and popular understandings of health; infectious and chronic diseases; links between landscape, health, and inequality; gender and reproductive health; occupational health and safety; the effects of agriculture, industrialization, and urbanization on human and ecological health; state and federal policies; and the colonial and global dimensions of public health and medicine. Students write a major research paper based on primary sources. **Environmental Studies 101, 203,** and at

## COURSES OF INSTRUCTION

least one 200-level history course recommended. (Same as **Environmental Studies 337 {3980}**.)

**[351 {3401} c. The Mexican Revolution.** (Same as **Latin American Studies 352 {3101}**.)]

**[354 {3402} c. The Maya: Challenges of Forging Community and Identity.** (Same as **Latin American Studies 354 {3102}**.)]

**356 {3403} c. The Cuban Revolution.** Fall 2013. Allen Wells.

The Cuban Revolution recently celebrated its fiftieth anniversary. Offers a retrospective of a Revolution entering “middle age” and its prospects for the future. Topics include United States-Cuban relations, economic and social justice versus political liberty, gender and race relations, and literature and film in a socialist society. (Same as **Latin American Studies 356 {3103}**.)

**366 {3270} c. Dictatorship, Human Rights, and Memory in Latin America.** Fall 2012. Elizabeth Shesko.

Seminar. Examines the military dictatorships that ruled Latin American countries from the mid-1950s to the 1980s, the movements for democracy that toppled them, and efforts to reckon with their aftermath. Topics include internal and external support for the regimes, the role of truth commissions, the prosecution of human rights violations, and the challenges of writing the history of dictatorship. Considers the cases studies of Guatemala, Argentina, Chile, and Brazil through primary sources and recent scholarship. Taught at both the 200 level and the 300 level. Students at both levels attend the same class sessions; students enrolled in the 300-level course complete a substantial research paper. (Same **Latin American Studies 366 {3141}**.)

**380 {3300} c. The Warrior Culture of Japan.** Spring 2013. Thomas D. Conlan.

Explores the “rise” of the warrior culture of Japan. In addition to providing a better understanding of the judicial and military underpinnings of Japan’s military “rule” and the nature of medieval Japanese warfare, shows how warriors have been perceived as a dominant force in Japanese history. Culminates in an extended research paper. (Same as **Asian Studies 380 {3250}**.)

Prerequisite: **Asian Studies 283** (same as **History 283**) or **284** (same as **History 284**), or permission of the instructor.

*Note:* This course fulfills the pre-modern requirement for history majors.

## Independent Study and Honors in History

**291–294 {2970–2973} c. Intermediate Independent Study.** The Department.

**299 {2999} c. Intermediate Collaborative Study.** The Department.

**401–404 {4000–4003} c. Advanced Independent Study.** The Department.

**405 {4029} c. Advanced Collaborative Study.** The Department.

**451–452 {4050–4051} c. Honors Seminar.** Every year. The Department.

## INTERDISCIPLINARY MAJORS

### ART HISTORY AND ARCHAEOLOGY

#### *Requirements*

1. **Art History 100**; one of **Art History 213, 214, or 215**; **Art History 222**; and one of **Art History 302 through 388**; **Archaeology 101** (same as **Art History 209**), **102** (same as **Art History 210**), and any three additional archaeology courses, at least one of which must be at the 300 level.
2. Any two art history courses numbered **10** through **388**.
3. One of the following: **Classics 101, 211** (same as **History 201**), **212** (same as **History 202**), or **291** (Independent Study in Ancient History); **Philosophy 111**; or an appropriate course in religion at the 200 level.
4. Either **Art History 401** or **Archaeology 401**.

### ART HISTORY AND VISUAL ARTS

#### *Requirements*

1. Art History: **100**; one course in African, Asian, or pre-Columbian art history numbered **103** or higher; four additional courses numbered **200** or higher; and one 300-level seminar.
2. Visual Arts: **150**, and either **180, 190, or 195**; plus four other courses in the visual arts, no more than one of which may be an independent study.

### CHEMICAL PHYSICS

#### *Requirements*

1. **Chemistry 102 or 109, 251**; **Mathematics 161, 171, and 181**; **Physics 103, 104, 223, and 229**.
2. Either **Chemistry 252** or **Physics 310**.
3. Two courses from **Chemistry 310, 340**, or approved topics in **401 or 402**; **Physics 251, 300, 320, 357** (same as **Earth and Oceanographic Science 357** and **Environmental Studies 357**), or approved topics in **401, 402, 451, or 452**. At least one of these must at the 300 level or above. Other possible electives may be feasible; interested students should check with the departments.

### COMPUTER SCIENCE AND MATHEMATICS

#### *Requirements*

1. **Computer Science 101, 210, and 231**.
2. **Mathematics 181, 200, and 201**.
3. Three additional computer science courses that satisfy the following requirements: at least one course in each of the areas Artificial Intelligence and Systems, and at least one 300-level course.
4. Two additional mathematics courses from: **204** (same as **Biology 174**), **224, 225, 229, 244, 258, 262, 264, 265, and 401**. Independent study (**291**) may be applied to the major upon approval of the appropriate department.
5. Each course submitted for the major must be passed with a grade of C- or better.

## ENGLISH AND THEATER

The interdisciplinary major in English and theater focuses on the dramatic arts, broadly construed, with a significant emphasis on the critical study of drama and literature. Students of English and theater may blend introductory and advanced course work in both fields, while maintaining flexibility in the focus of their work. Honors theses in English and theater are listed as honors in English and theater, rather than in either field individually. Students completing an honors project should be guided by faculty in both fields. Students who decide to take this major are encouraged to work with advisors in both fields. Students wishing to study abroad are allowed to count two courses in approved study away programs such as the National Theater Institute or elsewhere toward the requirements for the major.

*Requirements*

1. An English first-year seminar or 100-level course.
2. One 100-level theater course, preferably **Theater 120**.
3. Three theater courses from the following: **101, 130** (same as **Dance 130**), **145** (same as **Dance 145**), **150, 201, 220, 225, 240** (same as **Dance 240**), **250** (same as **Dance 250**), **260** (same as **English 214**), or **270**.
4. One course from **English 210** (same as **Theater 210**), **211** (same as **Theater 211**), or **212** (same as **Theater 212**); and **230** (same as **Theater 230**).
5. One course in modern drama, either **English 246** (same as **Gender and Women's Studies 262** and **Theater 246**), or its equivalent in another department.
6. One 300-level course in theater, and one 300-level English seminar.
7. One elective in English and one elective in theater or dance at the 200 level or higher.

## EURASIAN AND EAST EUROPEAN STUDIES

The interdisciplinary major in Eurasian and East European studies combines the study of the Russian language with related courses in anthropology, economics, German, government, history, music, and gender and women's studies. The major emphasizes the common aspects of the geo-political area of Eurasia and East Europe, including the European and Asian countries of the former USSR, East Central Europe, and the Balkans. The Eurasian and East European studies (EEES) major allows students to focus their study on one cultural, social, political or historical topic, illuminating the interrelated linkages of these countries.

This major combines multiple fields into a study of one common theme, in order to provide a multidisciplinary introduction to the larger region, while allowing for an in-depth study of the student's specific geographical area of choice. EEES independent study allows an interested student to work with one or more faculty members in order to merge introductory and advanced course work into a focused and disciplined research project. Course work in the Russian language or other regional languages is expected to start as early as possible in the student's academic career.

Careful advising and consultation with EEES faculty members is essential to plan a student's four-year program, taking into consideration course prerequisites, the rotation of courses, and/or sabbatical or research leaves. Independent study allows a student to conduct interdisciplinary research under the careful guidance of two or more advisors or readers.

*Requirements*

1. Two years of Russian (**Russian 101, 102, 203, 204**), or the equivalent in another language (i.e., Slovene, Serbian/Croatian).
2. Four courses from the concentration core courses after consultation with EEES faculty. At least one course should be at the 200 level and one at the 300 level or above. Upon petition to EEES faculty, a student completing the EEES concentration can satisfy the requirement by substituting a course from the complementary list of Russian courses (listed below) or through independent studies in those cases in which (1) faculty members are on sabbatical leave, (2) the course is not rotated often enough, (3) a course is withdrawn (as when a faculty member leaves), and/or (4) a new, related course is offered on a one-time-only basis.
3. Any two courses outside the EEES concentration to be selected from the complementary list below, one at the 200 and one at the 300 level, or above. With approval of an EEES faculty member, requirements (2) and (3) may be fulfilled in part by an independent study in the concentration or in the area of complementary courses.
4. Only one introductory course or first-year seminar may count toward the major.
5. An honors project in either concentration requires two semesters of independent study for a total of eleven courses in the major. EEES offers three levels of honors.
6. Off-campus study at an approved program is strongly recommended. Up to three courses in an approved program may be counted toward the major.

*EEES Concentration Core and Complementary Courses beyond **Russian 204***

A. Concentration in Russian/East European Politics, Economics, History, Sociology, and Anthropology.

*Core courses:*

**Economics 221 b - MCSR, ESD. Marxian Political Economy**

**Gender and Women's Studies 218 b - IP. Sex and Socialism: Gender and Political Ideologies of the Twentieth Century**

**Gender and Women's Studies 275 b. Gender and Sexuality in Contemporary Eastern Europe**

**Government 230 b. Post-Communist Russian Politics and Society**

**Government 324 b. Post-Communist Pathways**

**History 218 c - ESD, IP. The History of Russia, 1725–1924**

**History 219 c - ESD, IP. Russia's Twentieth Century: Revolution and Beyond**

**History 311 c. Experiments in Totalitarianism: Nazi Germany and Soviet Russia**

B. Complementary courses in Eurasian and East European Literature and Culture:

[**German 151 c - ESD. The Literary Imagination and the Holocaust**]

[**German 317 c - IP. German Literature and Culture since 1945**]

**Music 273 c. Chorus** (when content applies)

## COURSES OF INSTRUCTION

**Russian 22 c. “It Happens Rarely, Maybe, but It Does Happen”—Fantasy and Satire in East Central Europe**

**Russian 220 c - IP. Nineteenth-Century Russian Literature**

**Russian 221 c - IP, VPA. Soviet Worker Bees, Revolution, and Red Love in Russian Film**  
(same as **Gender and Women’s Studies 220**)

**Russian 223 c. Dostoevsky and the Novel** (same as **Gender and Women’s Studies 221**)

**Russian 251 c - IP, VPA. Russia’s “Others”: North Caucasus, Siberia, and Central Asia through Film and Literature** (same as **Gender and Women’s Studies 243**)

Courses in Russian:

**Russian 307 c. Russian Folk Culture**

**Russian 309 c. Nineteenth-Century Russian Literature**

**Russian 310 c. Modern Russian Literature**

**Russian 316 c. Russian Poetry**

## MATHEMATICS AND ECONOMICS

### *Requirements*

1. Six courses in mathematics as follows: **Mathematics 181, 201, 225, 265**; and two of **Mathematics 224, 229, 264, 304**.
2. Either **Computer Science 210** or **Mathematics 244** or **305**.
3. **Economics 255, 256, 316**, and one other 300-level course.
4. Each course submitted for the major must be passed with a grade of C- or better.

## MATHEMATICS AND EDUCATION

The interdisciplinary major in mathematics and education combines the study of mathematics and pedagogy. The prescribed mathematics courses represent the breadth of preparation necessary for both the scholarly study as well as the practice of secondary school mathematics. The required education courses provide students with the theoretical knowledge and practicum-based experiences crucial to understanding the challenges of secondary mathematics education. Students completing this major are prepared to become leaders in the field of mathematics education, either as scholars or educators.

Majors in mathematics and education are eligible to apply for admission to the Bowdoin Teacher Scholars teacher certification program. Completing the major requirements in a timely fashion requires advanced planning, so students are strongly encouraged to meet with faculty from both the mathematics and education departments early in their college careers.

### *Requirements*

1. Eleven courses from the departments of mathematics and education, all passed with a grade of C- or better. At most two of the courses outside of education can be transfer credits from other institutions. Transfer credits are not accepted for the courses in education.
2. **Mathematics 181, 200, and 201**.
3. At least one mathematics course in modeling: **Mathematics 204, 224, or 229**.

4. At least one mathematics course in algebra and analysis: **Mathematics 232, 233, 262, or 263.**
5. At least one mathematics course in geometry: **Mathematics 247 or 307.**
6. At least one course in statistics: **Mathematics 155, 165, or 265.** This statistics requirement may alternately be met with a score of 4 or 5 on the AP Statistics exam, **Economics 257,** or **Psychology 252,** provided that the student also completes **Mathematics 225.**
7. **Education 101, 203, 301, and 303.** Students must take **Education 301 and 303** concurrently during the fall semester of their junior or senior year.

## LATIN AMERICAN STUDIES

Krista E. Van Vleet, *Program Director*

Jean Harrison, *Program Coordinator*

*Fellows:* Laura Premack (Africana Studies), Elizabeth Shesko (History)

*Contributing Faculty:* Michael Birenbaum Quintero, Nadia V. Celis, Elena M. Cueto Asín, Julián P. Díaz, Gustavo Faverón Patria†, Stephen J. Meardon, Krista E. Van Vleet, Hanétha Vété-Congolo, Susan E. Wegner\*\*, Allen Wells†, Eugenia Wheelwright, Nathaniel T. Wheelwright, Carolyn Wolfenzon, Enrique Yepes†

The Latin American Studies Program explores the history, aesthetic production, and contemporary relationships of the diverse cultural groups of Mexico, the Caribbean, Central and South America, and Latinas and Latinos in the United States. Its multidisciplinary approach is designed to integrate the scholarly methods and perspectives of several disciplines in order to foster increased understanding of Latin America's social differences and economic realities, cultural diversity, transnational connections, historical trajectories, and range of popular culture and artistic and literary expression. Competence in a language spoken in the region other than English (such as Spanish, French, or Portuguese) is required, and it is strongly recommended that students participate in an off-campus study program in Latin America.

### Requirements for the Major in Latin American Studies

The major in Latin American studies consists of nine courses, including:

1. One course, offering a survey of cultural production (literature, art, music, mass media, etc.) in Latin America, conducted in one of the languages spoken in the region other than English. Students may choose:

**Latin American Studies 206, Francophone Cultures** (same as **Africana Studies 207 and French 207**); *or*

**Latin American Studies 209, Introduction to Hispanic Studies: Poetry and Theater** (same as **Spanish 209**); *or*

**Latin American Studies 210, Introduction to Hispanic Studies: Essay and Narrative** (same as **Spanish 210**); *or*

a comparable course from off-campus study that surveys Latin American cultural production in Spanish, French, or Portuguese.

## COURSES OF INSTRUCTION

2. A survey course in Latin American history covering several countries and periods in the region. Students may choose: **Latin American Studies 252, Colonial Latin America** (same as **History 252**); **Latin American Studies 255, Modern Latin America** (same as **History 255**); or **Latin American Studies 258, Latin American Revolutions** (same as **History 258**).
3. A 200-level course in the social sciences (anthropology, economics, government, psychology, or sociology) that focuses on Latin America or Latinos in the United States. (Note: Students may need to also take prerequisite courses in the cross-listing department.)
4. A **concentration** of four additional courses centered on a particular theme (e.g., identity and inequality) and/or geographic region (e.g., the Andes, Caribbean), selected by each major in consultation with a faculty advisor in Latin American studies. The courses for the concentration should be at the 200 or 300 level.
5. An elective course in Latin American studies, outside the student's concentration.
6. A 300-level course or Advanced Independent Study in Latin American studies during the senior year.

A maximum of three courses from off-campus study programs may count toward the major with the approval of the director of Latin American studies. Courses that will count toward the major must be taken on a graded basis (not Credit/D/Fail), and students must earn grades of C- or better in these courses.

## Requirements for the Minor in Latin American Studies

The minor consists of at least one Spanish course at Bowdoin beyond **Spanish 204** (or another appropriate language); **Latin American Studies 255, Modern Latin America** (same as **History 255**); and three additional courses, two of which must be outside the student's major department. Independent studies can meet requirements for the minor only with the approval of a written prospectus of the project by the director of Latin American studies. A maximum of two courses from off-campus study programs may count toward the minor with the approval of the director of Latin American studies. Courses that will count toward the minor must be taken on a graded basis (not Credit/D/Fail), and students must earn grades of C- or better in these courses.

## Program Honors

Students contemplating honors candidacy must have established records of earning A and B grades in program course offerings and present clearly articulated proposals for scholarly research. Students must prepare and defend an honors thesis before a program faculty committee.

## First-Year Seminars

For a full description of first-year seminars, see pages 155–167.

**10 {1010} c. Music and Race in Latin America.** Fall 2012. Michael Birenbaum Quintero. (Same as **Africana Studies 18 {1018}** and **Music 10 {1010}**.)

## Introductory, Intermediate, and Advanced Courses

**130 {1330} c - IP. Introduction to the Arts of Ancient Mexico and Peru.** Spring 2014. Susan Wegner.

A chronological survey of the arts created by major cultures of ancient Mexico and Peru. Mesoamerican cultures studied include the Olmec, Teotihuacan, the Maya, and the Aztec up through the arrival of the Europeans. South American cultures such as Chavin, Naca, and Inca



are examined. Painting, sculpture, and architecture considered in the context of religion and society. Readings in translation include Mayan myth and chronicles of the conquest. (Same as **Art History 130 {1300}**.)

**137 {1337} c - ESD, VPA. CuBop, Up-Rock, Boogaloo, and Banda: Latinos Making Music in the United States.** Spring 2013. Michael Birenbaum Quintero.

Surveys the musical styles of Latinos in the United States. Discusses the role of these musics in articulating race, class, gender, and sexual identities for U.S. Latinos, their circulation along migration routes, their role in identity politics and ethnic marketing, their commercial crossover to Anglo audiences, and Latin/o contributions to jazz, funk, doo-wop, disco, and hip-hop. Case studies may include Mexican-American/Chicano, Puerto Rican/Nuyorican, and Cuban-American musics; Latin music in golden age Hollywood; Latin dance crazes from mambo to the Macarena; rock en español; the early 2000s boom of Latin artists like Shakira, Enrique Iglesias, and Jennifer Lopez; reggaetón, race politics, and the creation of the “Hurban” market; and the transnational Latin music industries of Los Angeles, New York, and Miami. (Same as **Music 137 {1569}**.)

**202 {2302} c. Demons and Deliverance in the Atlantic World.** Spring 2013. Laura Premack.

Seminar. Examines beliefs and practices having to do with evil spirits, demons, and the Devil in Africa, Latin America, the Caribbean, the United States, and Western Europe. The primary focus is exorcism. What is it? How has it been practiced? By whom? Why? The approach to the subject is historical, transnational, and diasporic; examines changes and continuities across the Atlantic over the past five hundred years, beginning with cultural encounters between Africans, native Americans, and Europeans during the colonial period and continuing up through the reverse missionization and the new African diaspora of the present day. Readings include works of ethnography, anthropology, theology, history, personal narrative, and fiction. (Same as **Africana Studies 202 {2202}**.)

**205 {2205} c. Advanced Spanish.** Every semester. Fall 2012. Margaret Boyle and Nadia Celis. Spring 2013. María Báez Marco.

The study of topics in the political and cultural history of the Spanish-speaking world in the twentieth century, together with an advanced grammar review. Covers a variety of texts and media and is designed to increase written and oral proficiency, as well as appreciation of the intellectual and artistic traditions of Spain and Latin America. Foundational course for the major. Three class hours per week and one weekly conversation session with assistant. (Same as **Spanish 205 {2305}**.)

Prerequisite: **Spanish 204** or placement.

**206 {2407} c - ESD, IP. Francophone Cultures.** Every fall. Fall 2012. Jay Ketner.

An introduction to the cultures of various French-speaking regions outside of France. Examines the history, politics, customs, cinema, literature, and the arts of the Francophone world, principally Africa and the Caribbean. Conducted in French. (Same as **Africana Studies 207 {2407}** and **French 207 {2407}**.)

Prerequisite: **French 205** or higher, or permission of the instructor.

**209 {2409} c - IP. Introduction to Hispanic Studies: Poetry and Theater.** Every semester. Fall 2012. Elena Cueto Asín. Spring 2013. Margaret Boyle and Elena Cueto Asín.

A chronological introduction to the cultural production of the Spanish-speaking world from pre-Columbian times to the present, with particular emphasis on the analysis of poetry and

## COURSES OF INSTRUCTION

theater. Examines major literary works and movements in their historical and cultural context. One weekly workshop with assistant in addition to class time. Conducted in Spanish. (Same as **Spanish 209 {2409}**.)

Prerequisite: **Spanish 205** (same as **Latin American Studies 205**) or permission of the instructor.

**210 {2410} c - IP. Introduction to Hispanic Studies: Essay and Narrative.** Every semester. Fall 2012. Carolyn Wolfenzon. Spring 2013. Nadia Celis.

A chronological introduction to the cultural production of the Spanish-speaking world from pre-Columbian times to the present, with particular emphasis on the analysis of essay and narrative. Examines major literary works and movements in their historical and cultural context. (Same as **Spanish 210 {2410}**.)

Prerequisite: **Spanish 205** (same as **Latin American Studies 205**) or permission of the instructor.

**213 {2211} c - ESD, IP. Introduction to the Study and Criticism of Francophone Literature.** Every spring. Jay Ketner.

Introduces students to the literary tradition of the contemporary Francophone world. Focuses on major authors and literary movements in historical and cultural context. Conducted in French. (Same as **Africana Studies 209 {2411}** and **French 211 {2411}**.)

Prerequisite: **French 205** or higher, or permission of the instructor.

**221 {2110} c. Beyond Capoeira: History and Politics of Afro-Brazilian Culture.** Fall 2012. Laura Premack.

Seminar. Brazil has the largest population of African descent outside Africa. Nowadays, Brazilians pride themselves on their country's unique racial and cultural heritage, but it hasn't always been this way. For centuries, many Afro-Brazilian practices were illegal. Now, however, we are in the midst of what might be called an Afro-Brazilian renaissance. This is something to be celebrated, but it is also something to be questioned. Do these efforts to delineate, praise, and preserve Afro-Brazilian culture actually limit our understanding of it? Has labeling certain aspects of Brazilian cultural heritage as African created a situation in which other ways that Africa has influenced Brazil are overlooked? Just what do we mean by "African" and "Brazilian" anyhow? Takes a historical and anthropological approach to these and other related questions. (Same as **Africana Studies 210 {2210}** and **History 200 {2871}**.)

**223 {2724} b - ESD. Religion and Globalization in the Andes.** Spring 2013. Krista Van Vleet.

Explores the ways various religious beliefs and practices have intersected at particular historical moments, using the Andean region as an exemplary case. Examples from pre-Columbian and Inca, Spanish colonial, and contemporary republican periods highlight the continuities and transformations in local and global religious institutions and the significance of religion to political-economic and social relationships. Uses scholarly readings in anthropology, archaeology, and history as well as novels and films to introduce anthropological theories of religion and globalization; analyze local cosmologies, rituals, and conceptions of the sacred alongside institutionalized global religions such as Catholicism and evangelical Protestantism; social, economic, and political processes. (Same as **Anthropology 224 {2723}**.)

Prerequisite: **Anthropology 101** or **102**, or permission of the instructor.

**226 {2626} b - IP. Political Economy of Pan-Americanism.** Fall 2013 or Spring 2014.

Stephen Meardon.

Examines programs for economic and political integration of the Americas from the early nineteenth century to the present. Surveys the material and ideological motives for Pan-Americanism from the Congress of Panama (1826) to the Organization of American States (1948), the draft of a Free Trade Area of the Americas (2001), and beyond. Different forms of integration are evaluated in light of historical consequences and economic ideas. (Same as **Economics 226 {2226}**.)

Prerequisite: **Economics 101**.

**[229 {2729} b. Maya Archaeology and Ethnohistory.** (Same as **Anthropology 229 {2828}**.)]**235 {2625} b - IP. The Economy of Latin America.** Fall 2013 or Spring 2014. Julián P. Díaz.

Analyzes selected economic issues of Latin America in the twentieth century and into the twenty-first century. Issues covered include the Import Substitution Industrialization strategy, the Debt Crisis of the 1980s, stabilization programs, trade liberalization and economic integration, inflation and hyperinflation in the region, poverty and inequality, and the Washington Consensus and the rise of populism. Important economic episodes of the past three decades such as the Mexican Crisis of 1994–1995, the Chilean Economic Miracle, dollarization in Ecuador, and the recent crisis in Argentina will also be examined. (Same as **Economics 225 {2225}**.)

Prerequisite: **Economics 101** and **102**.

**236 {2180} c - ESD. Borderlands and Empires in Early North America.** Spring 2014.

Matthew Klinge.

Survey of the making of North America from initial contact between Europeans and Africans and Native Americans to the creation of the continent's three largest nations by the mid-nineteenth century: Canada, Mexico, and the United States. Topics include the history of Native populations before and after contact; geopolitical and imperial rivalries that propelled European conquests of the Americas; evolution of free and coerced labor systems; environmental transformations of the continent's diverse landscapes and peoples; formation of colonial settler societies; and the emergence of distinct national identities and cultures in former European colonies. Students write several papers and engage in weekly discussion based upon primary and secondary documents, art, literature, and material culture. (Same as **Environmental Studies 235 {2415}** and **History 235 {2180}**.)

**[237 {2737} b - ESD, IP. Family, Gender, and Sexuality in Latin America.** (Same as **Anthropology 237 {2737}** and **Gender and Women's Studies 237 {2237}**.)]**[238 {2738} b - IP. Culture and Power in the Andes.** (Same as **Anthropology 238 {2729}**.)]**241 {2141} c - IP. Dictatorship, Human Rights, and Memory in Latin America.** Fall 2012.

Elizabeth Shesko.

Seminar. Examines the military dictatorships that ruled Latin American countries from the mid-1950s to the 1980s, the movements for democracy that toppled them, and efforts to reckon with their aftermath. Topics include internal and external support for the regimes, the role of truth commissions, the prosecution of human rights violations, and the challenges of writing the history of dictatorship. Considers the cases studies of Guatemala, Argentina, Chile, and Brazil through primary sources and recent scholarship. Taught at both the 200 level and

## COURSES OF INSTRUCTION

the 300 level. Students at both levels attend the same class sessions; students enrolled in the 300-level course complete a substantial research paper. (Same **History 230 {2741}**.)

### **243 {2143} c - ESD, IP. Indigenous Identity and Politics in Latin America, 1492 to Present.** Spring 2013. Elizabeth Shesko.

Examines the construction of indigenous identity in Latin America from the conquest to the present, focusing on how indigenous and European cultures mixed and affected one another, albeit under profoundly unequal conditions. Analyzes how authenticity, heritage, and tradition are set up against forms of progress, belonging, and exclusion. Topics include religion, sexuality, legal frameworks governing indigenous peoples, movements for autonomy, and the recent effects of migration, transnational networks, international law, and NGOs. Considers the case studies of Mexico, Guatemala, Peru, and Bolivia through primary sources and recent scholarship. (Same as **History 209 {2286}**.)

### **245 {2335} c. Global Pentecostalism: The Roots and Routes of Twentieth-Century Christianity.** Spring 2013. Laura Premack.

Seminar. Pentecostalism is a form of Christianity centered on the gifts of the Holy Spirit. Pentecostals speak in tongues, heal, prophesize, see visions, and exorcise demons. By many accounts, Pentecostalism is the fastest growing religion in the world. While its population is difficult to count, current estimates place the world's total number of Pentecostals at close to six hundred million. The vast majority of these Pentecostals are concentrated in the global South: Latin America, Africa, and Asia. The widespread assumption is that Pentecostalism started in the United States in 1906 and was taken to the rest of the world by missionaries. Challenging this assumption and exploring other interpretive possibilities is at the center of this course, which will focus on charting the origins and expressions of the global Pentecostal movement with emphasis on its African-American roots and its contemporary African and Latin American expressions. (Same as **Africana Studies 242 {2235}** and **History 274 {2287}**.)

### **250 {2005} c. The Making of a Race: Latino Fictions.** Fall 2012. Nadia V. Celis.

Explores the creation, representation and marketing of U.S. Latino/a identities in American literature and popular culture from the 1960s. Focuses on the experience of artists and writers of Puerto Rican, Cuban, and Dominican origin, their negotiations with notions of race, class, gender, and sexuality in the United States, their role in the struggle for social rights, in cultural translation, and in the marketing of ethnic identities, as portrayed in a variety of works ranging from movies and songs to poetry and narrative. Authors include Pietri, Blades, Álvarez, Hijuelos, Braschi, Ovejas, Díaz, and Quiñones. Readings and writing in English, discussions in Spanish. Spanish speaking skills required. (Same as **Spanish 250 {2505}**.)

### **252 {2401} c - IP. Colonial Latin America.** Fall 2012. Elizabeth Shesko.

Introduces students to the history of Latin America from pre-Columbian times to about 1825. Traces developments fundamental to the establishment of colonial rule, drawing out regional comparisons of indigenous resistance and accommodation. Topics include the nature of indigenous societies encountered by Europeans; exploitation of African and Indian labor; evangelization and the role of the church; the evolution of race, gender, and class hierarchies in colonial society; and the origins of independence in Spanish America and Brazil. (Same as **History 252 {2401}**.)

*Note:* This course fulfills the pre-modern requirement for history majors.

### **[253 {2160} c. The United States and Latin America: Tempestuous Neighbors.** (Same as **History 253 {2860}**.)]

**254 {2161} c. Contemporary Argentina.** Spring 2014. Allen Wells.

Seminar. Texts, novels, and films help unravel Argentine history and culture. Topics examined include the image of the gaucho and national identity; the impact of immigration; Peronism; the tango; the Dirty War; and the elusive struggle for democracy, development, and social justice. (Same as **History 254 {2861}**.)

**255 {2402} c - IP. Modern Latin America.** Fall 2013. Allen Wells.

Traces the principal economic, social, and political transformations from the wars of independence to the present. Topics include colonial legacies and the aftermath of independence; the consolidation of nation-states and their insertion in the world economy; the evolution of land and labor systems, and the politics of reform and revolution, and the emergence of social movements. (Same as **History 255 {2402}**.)

**[258 {2403} c - IP. Latin American Revolutions.** (Same as **History 258 {2403}**.)]**266 {2104} c - IP. History of Mexico.** Spring 2014. Allen Wells.

A survey of Mexican history from pre-Columbian times to the present. Topics include the evolving character of indigenous societies, the nature of the Encounter, the colonial legacy, the chaotic nineteenth century, the Mexican Revolution, and United States-Mexican relations. Contemporary problems are also addressed. (Same as **History 266 {2404}**.)

**271 {2711} b. The Caribbean in the Atlantic World.** Fall 2012. Gregory Beckett.

An introduction to the cultures and societies of the Caribbean, focusing on the historical changes that have accompanied the European “discovery” of the region and its integration into the wider Atlantic world. Focuses on the culture, history, and political economy of Haiti, Jamaica, and Cuba, among other cases. Topics include European conquest and colonialism; the trans-Atlantic slave trade; the sugar plantation; creolization and the creation of new languages, cultures, and religions; revolution and resistance to colonial and imperial domination; economic dependency and marginalization; the relation between the Caribbean and the United States; migration; popular culture; and tourism. (Same as **Anthropology 271 {2711}**.)

Prerequisite: **Anthropology 101** or **Sociology 101**, or permission of the instructor.

**[302 {3202} c. The Idea of Latin America.** (Same as **Spanish 302 {3002}**.)]**[303 {3203} c. Conquest and Resistance in Latin America.** (Same as **Spanish 303 {3003}**.)]**[304 {3204} c. Dress and Body Politics in Latin America.** (Same as **Spanish 304 {3004}**.)]**305 {3005} c. The Making of a Race: Latino Fictions.** Fall 2012. Nadia V. Celis.

Explores the creation, representation and marketing of U.S. Latino/a identities in American literature and popular culture from the 1960s. Focuses on the experience of artists and writers of Puerto Rican, Cuban, and Dominican origin, their negotiations with notions of race, class, gender, and sexuality in the United States, their role in the struggle for social rights, in cultural translation, and in the marketing of ethnic identities, as portrayed in a variety of works ranging from movies and songs to poetry and narrative. Authors include Pietri, Blades, Álvarez, Hijuelos, Braschi, Ovejas, Díaz, and Quiñones. Readings in English, discussions and writing in Spanish. (Same as **Spanish 305 {3005}**.)

Prerequisite: **Spanish 209** (same as **Latin American Studies 209**) or **210** (same as **Latin American Studies 210**).

**[317 {3217} c. Childhood Memories: Reflections on Self and Home in the Postcolonial Francophone Caribbean.** (Same as **Africana Studies 317 {3317}** and **French 317 {3209}**.)]

**318 {3218} c. A Journey around Macondo: García Márquez and His Contemporaries.** Spring 2013. Nadia Celis.

Studies the main topics, techniques, and contributions of Colombian Nobel Prize winner Gabriel García Márquez as presented in *One Hundred Years of Solitude*. Explores the actual locations, social, cultural, and literary trends that inspired the creation of Macondo, the so-called “village of the world” where the novel takes place, and the universal themes to which this imaginary town relates. Contemporary authors include Fuenmayor, Cepeda Samudio, and Rojas Herazo. (Same as **Spanish 318 {3218}**.)

Prerequisite: Two of the following: **Spanish 209** (same as **Latin American Studies 209**), **210** (same as **Latin American Studies 210**), **310** or higher; or permission of the instructor.

**[320 {3220} c. Beyond the Postcard: The Hispanic Caribbean.** (Same as **Africana Studies 320 {3320}** and **Spanish 320 {3220}**.)]

**322 {3222} c. Voices of Women, Voices of the People.** Fall 2012. Hanétha Vété-Congolo.

Focuses on texts written by women from former West African and Caribbean French colonies. Themes treated—womanhood, colonization, slavery, individual and collective identity, relationships between men and women, independence, tradition, modernism, and alienation—are approached from historical, anthropological, political, social, and ideological perspectives. Readings by Mariama Bâ, Aminata Sow Fall (Sénégal); Maryse Condé, Gisèle Pineau, Simone Schwartz-Bart (Guadeloupe); Ina Césaire, Suzanne Dracius (Martinique); and Marie Chauvet and Jan J. Dominique (Haïti). (Same as **Africana Studies 321 {3201}**, **French 322 {3201}**, and **Gender and Women’s Studies 323 {3323}**.)

Prerequisite: Two of the following: **French 207** or **208**, **French 209** or **210**, one 300-level course in French; or permission of the instructor.

**[329 {3229} c. Short Cuts: The Latin American Nouvelle.** (Same as **Spanish 329 {3229}**.)]

**330 {3201} c. Andean Modernities.** Fall 2012. Carolyn Wolfenzon.

Through the discussion of essays, novels, short stories, and films, explores the different ways in which Andean nations have dealt with processes of social, political, and cultural modernization. Focuses on how literature and the arts have represented, responded, and contributed to those processes, since the late nineteenth century until the present day, through local reelaborations of modernist, avant-garde, and postmodernist aesthetics. Readings include works by Peruvian authors Clorinda Matto de Turner, César Vallejo, and Mario Vargas Llosa; Bolivians like Hilda Mundy and Jaime Sáenz; and Ecuadorians like Pablo Palacio and Jorge Enrique Adoum. Addresses the issue of migration and the reconfigurations of Andean identities in the United States, through the works of Bolivian author Edmundo Paz Soldán and the Ecuadorian-American writer Ernesto Quiñonez. (Same as **Spanish 321 {3201}**.)

Prerequisite: Two of the following: **Spanish 209** (same as **Latin American Studies 209**), **210** (same as **Latin American Studies 210**), **310** or higher; or permission of the instructor.

**[332 {3232} c. Poetry and Social Activism in Latin America.** (Same as **Spanish 332 {3232}**.)]

**[336 {3236} c. Reading Images: Intersections of Art, Film, and Literature in Contemporary Latin America.** (Same as **Spanish 336 {3236}**.)]

[337 {3237} c. **Hispanic Short Story**. (Same as **Spanish 337 {3237}**.)]

[339 {3239} c. **Borges and the Borgesian**. (Same as **Spanish 339 {3239}**.)]

[341 {3241} c. **Colonial Experience and Post-colonial Perspectives**. (Same as **Spanish 341 {3241}**.)]

[343 {3243} c. **Imaginary Cities/Real Cities in Latin America**. (Same as **Spanish 343 {3243}**.)]

[345 {3245} c. **Ecological Thought in Latin American Literature**. (Same as **Environmental Studies 285 {2485}** and **Spanish 345 {3245}**.)]

**347 {3247} c. Translating Cultures**. Fall 2012. Janice Jaffe.

Far beyond the linguistic exercise of converting words from one language to another, translation is an art that engages the practitioner in cultural, political and aesthetic questions. How does translation influence national identity? What are the limits of translation? Can culture be translated? How does gender affect translation? Students explore these questions and develop strategies and techniques through translating texts from a variety of cultural contexts and literary and non-literary genres. Also explores ethics and techniques of interpreting between Spanish and English in different fields. (Same as **Spanish 347 {3247}**.)

Prerequisite: Two of the following: **Spanish 209** (same as **Latin American Studies 209**), **210** (same as **Latin American Studies 210**), **310** or higher; or permission of the instructor

[348 {3248} c. **The Others: The Nineteenth-Century Latin American Novel**. (Same as **Spanish 348 {3248}**.)]

[352 {3101} c. **The Mexican Revolution**. (Same as **History 351 {3401}**.)]

[354 {3102} c. **The Maya: Challenges of Forging Community and Identity**. (Same as **History 354 {3402}**.)]

**356 {3103} c. The Cuban Revolution**. Fall 2013. Allen Wells.

The Cuban Revolution recently celebrated its fiftieth anniversary. Offers a retrospective of a Revolution entering “middle age” and its prospects for the future. Topics include United States-Cuban relations, economic and social justice versus political liberty, gender and race relations, and literature and film in a socialist society. (Same as **History 356 {3403}**.)

**366 {3141} c. Dictatorship, Human Rights, and Memory in Latin America**. Fall 2012. Elizabeth Shesko.

Seminar. Examines the military dictatorships that ruled Latin American countries from the mid-1950s to the 1980s, the movements for democracy that toppled them, and efforts to reckon with their aftermath. Topics include internal and external support for the regimes, the role of truth commissions, the prosecution of human rights violations, and the challenges of writing the history of dictatorship. Considers the cases studies of Guatemala, Argentina, Chile, and Brazil through primary sources and recent scholarship. Taught at both the 200 level and the 300 level. Students at both levels attend the same class sessions; students enrolled in the 300-level course complete a substantial research paper. (Same **History 366 {3270}**.)

**401–402 {4000–4001} c. Advanced Independent Study and Honors in Latin American Studies**. The Program.

**405 {4029} c. Advanced Collaborative Study in Latin American Studies**. The Program.



## MATHEMATICS

William Barker, *Department Chair*

Suzanne M. Theberge, *Senior Department Coordinator*

*Professors:* William Barker, Adam B. Levy, Rosemary A. Roberts, Jennifer Taback†, Mary Lou Zeeman

*Associate Professor:* Thomas Pietraho\*

*Assistant Professors:* John O'Brien, Manuel Reyes

*Visiting Faculty:* Sarah M. Iams, Michael King

*Lecturers:* Eric Gaze, Leon Harkleroad

*Fellows:* Aba Mbirika, Rajarshi Saha

### Requirements for the Major in Mathematics

A major consists of at least eight courses numbered **200** or higher, including **Mathematics 200** and **201** (or their equivalents), and a course numbered in the 300s. Students who have already mastered the material in **Mathematics 200** or **201** may substitute a more advanced course after receiving approval from the department chair. Each of the eight courses required for the major must be passed with a grade of C- or better. At most two of these eight courses can be transfer credits from other institutions.

A student must submit a planned program of courses to the department when he or she declares a major. That program should include both theoretical and applied mathematics courses, and it may be changed later with the approval of the departmental advisor.

The requirement of a 300-level course is meant to ensure that all majors have sufficient experience in at least one specific area of mathematics. Those areas are algebra (**Mathematics 201, 262, and 302**); analysis (**Mathematics 233, 263, and 303**); applied mathematics (**Mathematics 224, 264, and 304**); probability and statistics (**Mathematics 225, 265, and 305**); and geometry (**Mathematics 247 and 307**).

In exceptional circumstances, a student may substitute a quantitative course from another department for one of the eight mathematics courses required for the major, but such a substitution must be approved in advance by the department. Without specific departmental approval, no course that counts toward another department's major or minor may be counted toward a mathematics major or minor.

Majors who have demonstrated that they are capable of intensive advanced work are encouraged to undertake independent study projects. With the prior approval of the department, such a project counts toward the major requirement and may lead to graduation with honors in mathematics.

### Requirements for the Minor in Mathematics

A minor in mathematics consists of a minimum of four courses numbered **200** or higher. Each of the four courses required for the minor must be passed with a grade of C- or better. At most one of these four courses can be a transfer credit from another institution.

### Interdisciplinary Majors

The department participates in three interdisciplinary joint majors: computer science and mathematics, mathematics and economics, and mathematics and education. See pages 219 and 222–223.



## Recommended Courses

Listed below are some of the courses recommended to students with the indicated interests.

*For secondary school teaching:*

**Computer Science 101; Mathematics 200, 201, 204** (same as **Biology 174**), **224, 229, 232, 233, 247, 262, 263, 265.**

*For graduate study:*

**Mathematics 200, 201, 233, 253, 262, 263,** and at least two courses numbered in the 300s.

*For engineering and applied mathematics:*

**Mathematics 201, 204** (same as **Biology 174**), **224, 225, 233, 244, 253, 258, 264, 265, 304.**

*For mathematical economics and econometrics:*

**Mathematics 201, 225, 229, 244, 263, 265, 304, 305,** and **Economics 316.**

*For statistics:*

**Mathematics 201, 224, 225, 244, 265, 305.**

*For computer science:*

**Computer Science 231, 289; Mathematics 200, 201, 225, 229, 244, 258, 262, 265.**

*For operations research and management science:*

**Mathematics 200, 201, 225, 229, 258, 265, 305,** and **Economics 316.**

## Introductory, Intermediate, and Advanced Courses

**50 {1050} - MCSR. Quantitative Reasoning.** Every semester. Eric Gaze.

Explores the ways and means by which we communicate with numbers; the everyday math we encounter on a regular basis. The fundamental quantitative skill set is covered in depth providing a firm foundation for further coursework in mathematics and the sciences. Topics include ratios, rates, percentages, units, descriptive statistics, linear and exponential modeling, correlation, logic, probability. A project-based course using Microsoft Excel, emphasizing conceptual understanding and application. Reading of current newspaper articles and exercises involving personal finance are incorporated to place the mathematics in real-world context.

**155 {1200} a - MCSR. Introduction to Statistics and Data Analysis.** Every fall. Rosemary Roberts.

A general introduction to statistics in which students learn to draw conclusions from data using statistical techniques. Examples are drawn from many different areas of application. The computer is used extensively. Topics include exploratory data analysis, planning and design of experiments, probability, one and two sample t-procedures, and simple linear regression. Not open to students who have credit for **Mathematics 165, Psychology 252,** or **Economics 257.**

**161 {1600} a - MCSR. Differential Calculus.** Every semester. The Department.

Functions, including the trigonometric, exponential, and logarithmic functions; the derivative and the rules for differentiation; the anti-derivative; applications of the derivative and the anti-derivative. Four to five hours of class meetings and computer laboratory sessions per week, on average. Open to students who have taken at least three years of mathematics in secondary school.

**165 {1300} a - MCSR. Biostatistics.** Every semester. Fall 2012. John O'Brien. Spring 2013. The Department.

An introduction to the statistical methods used in the life sciences. Emphasizes conceptual understanding and includes topics from exploratory data analysis, the planning and design of experiments, probability, and statistical inference. One and two sample t-procedures and their non-parametric analogs, one-way ANOVA, simple linear regression, goodness of fit tests, and the chi-square test for independence are discussed. An average of four to five hours of class meetings and computer laboratory sessions per week. Not open to students who have credit for or are concurrently enrolled in **Mathematics 155**, **Psychology 252**, or **Economics 257**.

**171 {1700} a - MCSR. Integral Calculus.** Every semester. The Department.

The definite integral; the Fundamental theorems; improper integrals; applications of the definite integral; differential equations; and approximations including Taylor polynomials and Fourier series. An average of four to five hours of class meetings and computer laboratory sessions per week.

Prerequisite: **Mathematics 161**.

**172 {1750} a - MCSR. Integral Calculus, Advanced Section.** Every fall. The Department.

A review of the exponential and logarithmic functions, techniques of integration, and numerical integration. Improper integrals. Approximations using Taylor polynomials and infinite series. Emphasis on differential equation models and their solutions. An average of four to five hours of class meetings and computer laboratory sessions per week. Open to students whose backgrounds include the equivalent of **Mathematics 161** and the first half of **Mathematics 171**. Designed for first-year students who have completed an AB Advanced Placement calculus course in their secondary schools.

**181 {1800} a - MCSR. Multivariate Calculus.** Every semester. The Department.

Multivariate calculus in two and three dimensions. Vectors and curves in two and three dimensions; partial and directional derivatives; the gradient; the chain rule in higher dimensions; double and triple integration; polar, cylindrical, and spherical coordinates; line integration; conservative vector fields; and Green's theorem. An average of four to five hours of class meetings and computer laboratory sessions per week.

Prerequisite: **Mathematics 171** or **172**.

**200 {2020} a - MCSR. Introduction to Mathematical Reasoning.** Every semester. Fall 2012. Manuel Reyes. Spring 2013. The Department.

An introduction to logical deductive reasoning and mathematical proof through diverse topics in higher mathematics. Specific topics include set and function theory, modular arithmetic, proof by induction, and the cardinality of infinite sets. May also consider additional topics such as graph theory, number theory, and finite state automata.

Prerequisite: **Mathematics 181** or permission of the instructor.

**201 {2000} a - MCSR. Linear Algebra.** Every semester. Fall 2012. Leon Harkleroad and Sarah Iams. Spring 2013. The Department.

Topics include vectors, matrices, vector spaces, inner product spaces, linear transformations, eigenvalues and eigenvectors, and quadratic forms. Applications to linear equations, discrete dynamical systems, Markov chains, least-squares approximation, and Fourier series.

Prerequisite: **Mathematics 181** or permission of the instructor.

**204 {2108} a - MCSR. Biomathematics.** Every fall. Fall 2012. Mary Lou Zeeman.

A study of mathematical modeling in biology, with a focus on translating back and forth between biological questions and their mathematical representation. Biological questions are drawn from a broad range of topics, including disease, ecology, genetics, population dynamics, and neurobiology. Mathematical methods include discrete and continuous (ODE) models and simulation, box models, linearization, stability analysis, attractors, oscillations, limiting behavior, feedback, and multiple time-scales. Three hours of class meetings and 1.5 hours of computer laboratory sessions per week. Within the biology major, this course may count as the mathematics credit or as biology credit, but not both. Students are expected to have taken a year of high school or college biology prior to this course. (Same as **Biology 174 {1174}**.)

Prerequisite: **Mathematics 161** or higher, or permission of the instructor.

**224 {2208} a - MCSR. Ordinary Differential Equations.** Fall 2012. Mary Lou Zeeman.

A study of some of the ordinary differential equations that model a variety of systems in the physical, natural and social sciences. Classical methods for solving differential equations with an emphasis on modern, qualitative techniques for studying the behavior of solutions to differential equations. Applications to the analysis of a broad set of topics, including population dynamics, oscillators and economic markets. Computer software is used as an important tool, but no prior programming background is assumed.

Prerequisite: **Mathematics 181** or permission of the instructor.

**225 {2206} a - MCSR. Probability.** Every semester. Fall 2012. John O'Brien. Spring 2013. The Department.

A study of the mathematical models used to formalize nondeterministic or "chance" phenomena. General topics include combinatorial models, probability spaces, conditional probability, discrete and continuous random variables, independence and expected values. Specific probability densities, such as the binomial, Poisson, exponential, and normal, are discussed in depth.

Prerequisite: **Mathematics 181** or permission of the instructor.

**229 {2109} a - MCSR. Optimization.** Every other year. Spring 2013. Adam Levy.

A study of optimization problems arising in a variety of situations in the social and natural sciences. Analytic and numerical methods are used to study problems in mathematical programming, including linear models, but with an emphasis on modern nonlinear models. Issues of duality and sensitivity to data perturbations are covered, and there are extensive applications to real-world problems.

Prerequisite: **Mathematics 181** or permission of the instructor.

**232 {2302} a - MCSR. Number Theory.** Every other fall. Fall 2012. Michael King.

A standard course in elementary number theory, which traces the historical development and includes the major contributions of Euclid, Fermat, Euler, Gauss, and Dirichlet. Prime numbers, factorization, and number-theoretic functions. Perfect numbers and Mersenne primes. Fermat's theorem and its consequences. Congruences and the law of quadratic reciprocity. The problem of unique factorization in various number systems. Integer solutions to algebraic equations. Primes in arithmetic progressions. An effort is made to collect along the way a list of unsolved problems.

Prerequisite: **Mathematics 200** or permission of the instructor.

**233 {2303} a - MCSR. Functions of a Complex Variable.** Every other fall. Fall 2013. The Department.

The differential and integral calculus of functions of a complex variable. Cauchy's theorem and Cauchy's integral formula, power series, singularities, Taylor's theorem, Laurent's theorem, the residue calculus, harmonic functions, and conformal mapping.

Prerequisite: **Mathematics 181** or permission of the instructor.

**244 {2209} a - MCSR. Numerical Methods.** Every other fall. Fall 2013. Adam Levy.

An introduction to the theory and application of numerical analysis. Topics include approximation theory, numerical integration and differentiation, iterative methods for solving equations, and numerical analysis of differential equations.

Prerequisite: **Mathematics 201** or permission of the instructor.

**247 {2404} a - MCSR. Geometry.** Every other spring. Spring 2013. William Barker.

A survey of modern approaches to Euclidean geometry in two and three dimensions. Axiomatic foundations of metric geometry. Transformational geometry: isometries and similarities. Klein's Erlangen Program. Symmetric figures. Scaling, measurement, and dimension.

Prerequisite: **Mathematics 200** or permission of the instructor.

**252 {2502} a - MCSR. Mathematical Cryptography.** Every other spring. Spring 2014. Jennifer Taback.

Classical and modern methods of cryptography and cryptanalysis. Topics include public key cryptography and the RSA encryption algorithm, factoring techniques, and recently proposed cryptosystems based on group theory and graph theory.

Prerequisite: **Mathematics 200** or permission of the instructor.

**253 {2501} a - MCSR. Vector Calculus.** Every other year. Fall 2012. William Barker.

A study of vector calculus based on linear algebra. The central unifying theme is the theory and application of differential forms. Topics include the derivative as a linear transformation between Euclidean spaces; the Inverse Function Theorem and the Implicit Function Theorem; multiple integration and the Change of Variables Theorem; vector fields, tensors, and differential forms; line and surface integration; integration of differential forms; the exterior derivative; closed and exact forms; the generalized Stokes' Theorem; gradient, curl, divergence and the integral theorems of Green, Gauss, and Stokes; manifolds in Euclidean space; applications in the physical sciences.

Prerequisite: **Mathematics 201**.

**258 {2601} a - MCSR. Combinatorics and Graph Theory.** Every other fall. Fall 2012. Aba Mbirika.

An introduction to combinatorics and graph theory. Topics to be covered may include enumeration, matching theory, generating functions, partially ordered sets, Latin squares, designs, and graph algorithms.

Prerequisite: **Mathematics 200** or permission of the instructor.

**262 {2602} a - MCSR. Introduction to Algebraic Structures.** Every year. Spring 2013. The Department.

An introduction to the theory of finite and infinite groups, with examples ranging from symmetry groups to groups of polynomials and matrices. Properties of mappings that preserve algebraic structures are studied. Topics include cyclic groups, homomorphisms and isomorphisms, normal subgroups, factor groups, the structure of finite abelian groups, and Sylow theorems.

Prerequisite: **Mathematics 200** and **201** or permission of the instructor.

**263 {2603} a - MCSR. Introduction to Analysis.** Every year. Fall 2012. William Barker.

Building on the theoretical underpinnings of calculus, develops the rudiments of mathematical analysis. Concepts such as limits and convergence from calculus are made rigorous and extended to other contexts, such spaces of functions. Specific topics include metric spaces, point-set topology, sequences and series, continuity, differentiability, the theory of Riemann integration, and functional approximation and convergence.

Prerequisite: **Mathematics 200** or a 200-level mathematics course approved by the instructor.

**264 {3209} a - MCSR. Partial Differential Equations.** Every other year. Fall 2014. Adam Levy.

A study of some of the partial differential equations that model a variety of systems in the natural and social sciences. Classical methods for solving partial differential equations, with an emphasis where appropriate on modern, qualitative techniques for studying the behavior of solutions. Applications to the analysis of a broad set of topics, including air quality, traffic flow, and imaging. Computer software is used as an important tool, but no prior programming background is assumed.

Prerequisite: **Mathematics 201** and **224**, or permission of the instructor.

**265 {2606} a - MCSR. Statistics.** Every spring. Spring 2013. Rosemary Roberts.

An introduction to the fundamentals of mathematical statistics. General topics include likelihood methods, point and interval estimation, and tests of significance. Applications include inference about binomial, Poisson, and exponential models, frequency data, and analysis of normal measurements.

Prerequisite: **Mathematics 225** or permission of the instructor.

**267 {2604} a - MCSR. Topology.** Every other spring. Spring 2014. The Department.

Topology studies those properties of objects that are preserved under continuous changes. Examines abstract definition of a topology and examples of topological spaces, connectedness and compactness, countability and separation axioms, classification of surfaces, algebraic topology—including homotopy, the fundamental group, covering spaces, and introductory category theory.

Prerequisite: **Mathematics 200** or permission of the instructor.

**291–294 {2970–2973} a. Intermediate Independent Study in Mathematics.** The Department.

**299 {2999} a. Intermediate Collaborative Study in Mathematics.** The Department.

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**302 {3602} a. Advanced Topics in Algebra.** Every other spring. Spring 2014. The Department.

Introduction to rings and fields. Vector spaces over arbitrary fields. Additional topics may include Galois theory, algebraic number theory, finite fields, and symmetric functions.

Prerequisite: **Mathematics 262** or permission of the instructor.

**303 {3603} a. Advanced Topics in Analysis.** Every other spring. Spring 2013. Thomas Pietraho.

One or more selected topics from advanced analysis. Possible topics include Lebesgue measure and integration theory, Fourier analysis, Hilbert and Banach space theory, and stochastic calculus with applications to mathematical finance.

Prerequisite: **Mathematics 201** and **263**, or permission of the instructor.

**304 {3108} a. Advanced Topics in Applied Mathematics.** Fall 2012. Adam Levy. Spring 2013. Mary Lou Zeeman.

One or more selected topics in applied mathematics. Material selected from the following: Fourier series, partial differential equations, integral equations, optimal control, bifurcation theory, asymptotic analysis, applied functional analysis, and topics in mathematical physics.

Prerequisite: **Mathematics 200**, **201**, and **224**, or permission of the instructor.

**305 {3606} a. Advanced Topics in Probability and Statistics.** Every other fall. Fall 2013. John O'Brien.

One or more specialized topics in probability and statistics. Possible topics include regression analysis, nonparametric statistics, logistic regression, and other linear and nonlinear approaches to modeling data. Emphasis is on the mathematical derivation of the statistical procedures and on the application of the statistical theory to real-life problems.

Prerequisite: **Mathematics 201** and **265**, or permission of the instructor.

**307 {3404} a. Advanced Topics in Geometry.** Every other fall. Fall 2013. William Barker.

A survey of affine, projective, and non-Euclidean geometries in two-dimensions, unified by the transformational viewpoint of Klein's Erlanger Programm. Special focus will be placed on conic sections and projective embeddings. Additional topics as time permits: complex numbers in plane geometry, quaternions in three-dimensional geometry, and the geometry of four-dimensional space-time in special relativity. **Mathematics 247** is helpful but not required.

Prerequisite: **Mathematics 200** and **201**, or permission of the instructor.

**401–404 {4000–4003} a. Advanced Independent Study and Honors in Mathematics.** The Department.

**405 {4029} a. Advanced Collaborative Study in Mathematics.** The Department.

# MUSIC

Robert K. Greenlee, *Department Chair*

Linda Marquis, *Senior Department Coordinator*

*Professors:* Robert K. Greenlee, Mary Hunter, Cristle Collins Judd

*Associate Professor:* Vineet Shende†

*Assistant Professors:* Michael Birenbaum Quintero, Tracy McMullen

*Senior Lecturer:* Anthony F. Antolini

*Lecturers:* Frank Mauceri, John Morneau, Christopher Watkinson

*Artist in Residence:* George Lopez

*Visiting Faculty:* William Matthews

## Requirements for the Major in Music

The music major normally consists of ten academic courses and two performance credits. Most majors follow one of the tracks indicated in the “Sample Majors” listed below, but students are also invited to design a major to suit their own needs. No more than two 100-level courses in addition to **Music 101, 131,** and **151** may be counted toward the major, and two 300-level courses in addition to **Music 451** are normally required of all majors. Honors work normally adds one extra course to the standard ten, and its second semester counts as the senior independent study. Only one academic course for which the grade of CR (Credit) is earned may count towards the major.

The process for declaring the major is as follows: (1) The student consults with a member of the music faculty as early in the individual’s college career as possible. (2) Before declaring a major, the student proposes a list of courses that fulfill the major, or identifies a sample major to follow by submitting a list or sample major announcement to the music department chair or to another member of the department. (3) Upon departmental approval of the list of courses or the particular track, the major declaration is signed by the department chair. Subsequent alterations to this list of courses are possible only in consultation with the chair of the department or another member of the music faculty.

## Sample Sequences of Courses for the Music Major

### *General Music Major*

**Music 101, 131 or 211, 151, 203, 302, and 451.**

Four electives, including two 200-level courses and one 300-level course. One consecutive year of lessons on the same instrument; one consecutive year in the same ensemble. Honors in music adds one advanced independent study to this list.

### *Music and Culture*

**Music 101 or 151, 131, 211;** a total of five electives: two or three from the music department (including at least one at the 200 level); and two or three relevant and sequential courses from another department, including at least one at the 200 level; a 200-level independent study combining departmental and extra-departmental perspectives; one course numbered **355–358,** and **451;** and one full credit of a non-Western ensemble.

### *Composition and Theory*

**Music 101, 151, 203, 218 or 291, 243,** one course numbered **250–259, 302, 361, 451,** and one elective, plus the lessons and ensemble required for the general major, above.

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### *European and American Music*

**Music 101, 131, 151, 203**, one course numbered **250–259, 302**, one course numbered **351–354**, two electives (including at least one at the 200 level), **451**; plus the lessons and ensemble required for the general major, above.

### **Requirements for the Minor in Music**

The minor in music consists of six credits (five academic courses and one consecutive year of lessons for credit or one year of participation in a single ensemble). The five academic courses include **101** and any four others including at least two at the 200 level or above. Only one academic course for which the grade of CR (Credit) is earned may count towards the minor.

### **First-Year Seminars**

For a full description of first-year seminars, see pages 155–167.

**10 {1010} c. Music and Race in Latin America.** Fall 2012. Michael Birenbaum Quintero. (Same as **Africana Studies 18 {1018}** and **Latin American Studies 10 {1010}**.)

### **Introductory, Intermediate, and Advanced Courses**

**61 {1051} c - VPA. Fundamentals of Music.** Every year. Spring 2013. Anthony Antolini.

For the entry-level student. Explores the fundamental elements of music—form, harmony, melody, pitch, rhythm, texture, timbre—and teaches basic skills in reading and writing Western music notation for the purposes of reading, analyzing, and creating musical works.

**101 {1101} c - VPA. Introduction to Music Theory.** Every year. Fall 2012. Cristle Collins Judd.

Designed for students with some beginning experience in music theory and an ability to read music. Covers scales, keys, modes, intervals, and basic tonal harmony.

Prerequisite: **Music 61**, placement, or permission of the instructor.

**102 {1401} c - VPA. Introduction to Classical Music.** Fall 2013. Mary Hunter.

Introduction to some major works and central issues in the canon of Western music, from the middle ages up to the present day. Includes some concert attendance and in-class demonstrations.

**103 {1402} c - VPA. Introduction to Opera.** Spring 2013. Mary Hunter.

Opera has the reputation of being a ridiculous and unnatural entertainment for the elite. There's something to that; but for the four hundred years of its existence opera has also had audiences from many walks of life who have been essentially addicted to its pleasures. In addition it is a genre that chronicles the preoccupations and anxieties of the places and times in which it is written and produced. Considers what opera is and where it fits in society; examines a number of representative works and excerpts; and discusses how phenomena like the Met HD broadcast affect opera's place in society.

**105 {1151} c - VPA. Introduction to Audio Recording Techniques.** Every year. Spring 2013. Christopher Watkinson.

Explores the history of audio recording technology as it pertains to music, aesthetic function of recording technique, modern applications of multitrack recording, and digital editing of sound created and captured in the acoustic arena. Topics include the physics of sound, microphone design and function, audio mixing console topology, dynamic and modulation



audio processors, studio design and construction, principles of analog to digital (ADA) conversion, and artistic choice as an engineer. Students will create their own mix of music recorded during class time.

**Music 120** through **149** cover specific aspects of music history and literature, designed for students with little or no background in music. Course titles and contents may change every semester.

**[130 {1591} c. History of Rock Music.** (Same as **Africana Studies 130 {1591}.**)]

**[131 {1201} c. Sound, Self, and Society: Music and Everyday Life.]**

**137 {1569} c - ESD, VPA. CuBop, Up-Rock, Boogaloo, and Banda: Latinos Making Music in the United States.** Spring 2013. Michael Birenbaum Quintero.

Surveys the musical styles of Latinos in the United States. Discusses the role of these musics in articulating race, class, gender, and sexual identities for U.S. Latinos, their circulation along migration routes, their role in identity politics and ethnic marketing, their commercial crossover to Anglo audiences, and Latin/o contributions to jazz, funk, doo-wop, disco, and hip-hop. Case studies may include Mexican-American/Chicano, Puerto Rican/Nuyorican, and Cuban-American musics; Latin music in golden age Hollywood; Latin dance crazes from mambo to the Macarena; rock en español; the early 2000s boom of Latin artists like Shakira, Enrique Iglesias, and Jennifer Lopez; reggaetón, race politics, and the creation of the “Hurban” market; and the transnational Latin music industries of Los Angeles, New York, and Miami. (Same as **Latin American Studies 137 {1337}.**)

**140 {1592} c. History of Hip-Hop.** Fall 2012. Tracy McMullen.

Traces the history of hip-hop culture (with a focus on rap music) from its beginnings in the Caribbean through its transformation into a global phenomenon. Explores constructions of race, gender, class, and sexuality in hip-hop’s production, promotion, and consumption, as well as the ways in which changing media technology and corporate consolidation influenced the music. Artists/bands investigated include Grandmaster Flash, Public Enemy, MC Lyte, Lil’ Kim, Snoop Dog, Eminem, Nicki Minaj, and DJ Spooky. (Same as **Africana Studies 159 {1592}** and **Gender and Women’s Studies 140 {1592}.**)

**[151 {2102} c - VPA. Write Your Own Beatles Tune.]**

**164 {1303} c. A cappella.** Every other year. Spring 2013. Robert Greenlee.

A study of arranging and rehearsing a cappella music in recent styles, focusing on folk song arrangements, pop music in the collegiate a cappella tradition, and spirituals. Techniques of arranging include the use of chords, spacing and voice leading, textures, vocables, and adaptation of instrumental accompaniments to choral music. Also covered are conducting and vocal techniques; students are expected to sing.

Prerequisite: **Music 61, 101, 271, or 273**, or permission of the instructor.

**201 {2591} c - ESD, VPA. Black Women, Politics, Music, and the Divine.** Fall 2014. Judith Casselberry.

Seminar. Examines the convergence of politics and spirituality in the musical work of contemporary Black women singer-songwriters in the United States. Analyzes material that interrogates and articulates the intersections of gender, race, class, and sexuality, generated across a range of religious and spiritual terrains with African diasporic/Black Atlantic spiritual moorings, including Christianity, Islam, and Yoruba. Focuses on material that reveals a womanist (Black feminist) perspective by considering the ways resistant identities shape and

## COURSES OF INSTRUCTION

are shaped by artistic production. Employs an interdisciplinary approach by incorporating ethnomusicology, anthropology, literature, history, and performance and social theory. Explores the work of Shirley Caesar, the Clark Sisters, Me'shell Ndegeocello, Abby Lincoln, Sweet Honey in the Rock, and Dianne Reeves, among others. (Same as **Africana Studies 201 {2201}**, **Gender and Women's Studies 207 {2207}**, and **Religion 201 {2201}**.)

**202 {2101} c - VPA. Write Your Own Classic Show Tune.** Fall 2012. Mary Hunter.

A course in which students write their own classic show tune in the style of Richard Rodgers, Jerome Kern, Cole Porter or George Gershwin. Skills taught include writing for keyboard, some keyboard harmony skills, chromatic harmony, text setting, melody writing and harmonization of pre-existent tunes. Not open to students who have received credit for **Music 151 {2102}**.

Prerequisite: **Music 101**, placement, or permission of the instructor.

**203 {2103} c - VPA. Tonal Analysis.** Spring 2014. Mary Hunter.

Through a survey of music from Bach to Chopin, the student learns to recognize the basic processes and forms of tonal music, to read a score fluently, and to identify chords and modulations.

Prerequisite: **Music 151**, or **101** with permission of the instructor.

**211 {2201} c - VPA. Introduction to Ethnomusicology.** Spring 2013. Michael Birenbaum Quintero.

An introduction to the principal theories and methods of ethnomusicology. Focuses on the foundational texts defining the cultural study of the world's musics, drawing upon concepts and tools from both anthropology and musicology. Addresses issues regarding musical fieldwork, recording, and cultural analysis. Students engage in ethnomusicological field projects to put into practice what they study in the classroom.

Prerequisite: One course in music, or permission of the instructor.

**218 {2351} c - VPA. Introduction to Electronic Music.** Spring 2013. Frank Mauceri.

Examination of the history and techniques of electronic and computer music. Topics include compositional aesthetics, recording technology, digital and analog synthesis, sampling, MIDI (Musical Instrument Digital Interface), and computer-assisted composition. Ends with a concert of student compositions.

Prerequisite: **Music 101** or **151**.

**221 {2302} c. Improvisation.** Fall 2012. Frank Mauceri.

Do we understand improvised and composed music differently, and, if so, how? Investigates musical syntax in improvised settings and its consequences for the organization of time in music. Also considers the social functions and meanings of improvisation. Analysis draws from recordings, interviews, and writings in ethnomusicology, semiotics, and music theory. At the same time, students participate in regular improvisation workshops exploring vernacular musics, avant-garde open forms, and interactive electronics.

Prerequisite: **Music 151** or permission of the instructor.

**227 {2592} c - ESD, VPA. Protest Music.** Spring 2014. Judith Casselberry.

Focuses on the ways black people have experienced twentieth-century events. Examines social, economic, and political catalysts for processes of protest music production across

genres including gospel, blues, folk, soul, funk, rock, reggae, and rap. Analysis of musical and extra-musical elements' style, form, production, lyrics, intent, reception, commodification, mass-media, and the Internet. Explores ways in which people experience, identify, and propose solutions to poverty, segregation, oppressive working conditions, incarceration, sexual exploitation, violence, and war. (Same as **Africana Studies 228 {2228}** and **Anthropology 227 {2227}**.)

**243 {2301} c - VPA. Introduction to Composition.** Every year. Spring 2013. William Matthews.

An introduction to the art of combining the elements of melody, harmony, rhythm, form, and orchestration to create cohesive and engaging music. Students learn techniques for generating and developing musical ideas through exercises and four main compositional assignments: a work for solo instrument, a theme and variations for solo instrument and piano, a song for voice and piano, and a multi-movement work for three to five instruments. Students also learn ways to discuss and critique their own and one another's work. Ends with a concert of student compositions.

Prerequisite: **Music 101** or permission of the instructor.

**255 {2401} c - VPA. The Western Canon.** Every other year. Fall 2012. Mary Hunter.

The Western canon—the repertory of works and composers at the core of classical music—may seem pretty immutable. But in fact works and composers continually fall in and out of it, or move up and down in its hierarchy. At the same time, it has been extraordinarily difficult for the canon to include works by women, people of color, and non-Western composers. Examines the processes of, and pressures on, canon formation from about 1780 until the present and a number of pillars of classical music, from Handel's *Messiah* and Haydn's *Creation* to the symphonies of Shostakovich and the works of Nadia Boulanger's students.

Prerequisite: **Music 61** or **101**, or permission of the instructor.

**[257 {2402} c - VPA. Opera 1600–2010.]**

**258 {2202} c - VPA. Classical Music and Performance.** Spring 2013. Mary Hunter.

Performing classical music is different from performing many other sorts of music partly because it requires detailed attention to the musical score, and partly because it inevitably raises questions of history. Considers how score-analysis contributes to performance and investigates a wider variety of historical performance practices and attitudes. Projects include student performances with commentary and comparisons of recorded performances. Includes concert attendance and visits by professional performers.

Prerequisite: **Music 61** or **101**, or permission of the instructor.

**291–294 {2970–2973} c. Intermediate Independent Study in Music.** The Department.

**299 {2999} c. Intermediate Collaborative Study in Music.** The Department.

**302 {3102} c. Tonal Composition.** Fall 2012. Robert Greenlee.

A compositional study of the stylistic traits of the common practice period in western Europe. Assignments include exercises in counterpoint and chromatic harmony, sight-singing and keyboard work, and the composition of a three-voiced baroque piece and a nineteenth-century operatic scene.

Prerequisite: **Music 203** or permission of the instructor.

**358 {3202} c - ESD, VPA. Music, Memory, and Identity.** Every other year. Spring 2013. Tracy McMullen.

Explores how music relates to nostalgia, identity creation, repetition, memory, history, embodiment and “liveness” in the postmodern era. Traces the ways race, gender, sexuality, and class are performed through music. Music examined ranges from classical and jazz to “world music” and pop. Artists/bands examined may include Thelonious Monk, Duke Ellington, Louis Armstrong, Genesis, Led Zeppelin, Beethoven, Palestrina, and their various tributes and revivals. Authors may include Baudrillard, Boym, Butler, DeNora, Freud, Gates, Goehr, hooks, Huyssen, Jameson, Sterne, and Taruskin. Primarily intended for juniors and seniors with experience in critical and cultural studies. Sophomores admitted with consent of instructor during the add/drop period. (Same as **Gender and Women’s Studies 358 {3202}.**)

**361 {3301} c. Topics in Music Theory: Orchestration.** Every other year. Fall 2013. Vineet Shende.

An in-depth examination of factors to consider when writing for modern orchestral instruments. Students become familiar with all such instruments and arrange and transcribe works for ensembles such as string quartet, woodwind quartet, brass quintet, percussion ensemble, and full orchestra. Students also study scores by composers such as Brahms, Mahler, Ravel, Schoenberg, Stravinsky, and Takemitsu in order to further their knowledge of the techniques of instrumentation.

Prerequisite: **Music 203, 243, or 302**, or permission of the instructor.

**401–404 {4000–4003} c. Advanced Independent Study and Honors in Music.** The Department.

**405 {4029} c. Advanced Collaborative Study in Music.** The Department.

**451 {4040} c. Senior Project in Music.** Every spring. The Department.

All senior majors must take this course, which involves either a single semester of independent work or the second semester of an honors thesis. In addition to weekly individual meetings with a faculty advisor, students will meet as a group with the entire faculty several times during the semester. Must be taken in the spring of the senior year. Open only to senior music majors.

## PERFORMANCE STUDIES

Up to six credits of individual performance and ensemble courses together may be taken for *graduation* credit. **Music 385–387** count for academic credit and are thus not included in this limitation. Students may participate on a non-credit basis in lessons, some large ensembles, chamber ensembles, and jazz ensembles upon instructor or departmental approval only.

**285–289 {2851–2899} c. Individual Performance Studies.** Every semester.

Prerequisite: Permission of the music department.

The following provisions govern applied music lessons for credit:

1. Individual performance courses are intended for the continued study of instruments with which the student is already familiar. Students must take at least two consecutive semesters of study on the same instrument to receive one-half credit per semester and to receive the reduced rate. *The first semester of study on the first instrument will be designated **Music 285**. The second and all subsequent semesters of credit lessons on the same instrument will be designated **Music 286**.*

*The first semester of study on a **different** instrument will be designated **Music 287**. The second and all subsequent semesters of study on that second instrument will be designated **Music 288**. The number **Music 289** is reserved for all semesters of study on a third instrument.*

2. One-half credit is granted for each semester of study. Students are graded with regular course grades. To receive credit, students must register for lessons at the beginning of **each** semester of study in the Office of the Registrar and the Department of Music. *Note: Add/drop dates for lessons are earlier than add/drop dates for other courses. The deadline to add lessons is one week from the start of classes, and the deadline to drop lessons is two weeks from the start of classes.*

3. Admission is by audition only. Only students who are intermediate or beyond in the development of their skills are admitted.

4. Beginning with the second semester of lessons, students must attend and perform in an end-of-semester public performance. Repertory classes, Lunchbreak Concerts, and other designated music department venues all count as public performances. Such performances must be registered with the department coordinator to count for credit.

5. To receive credit for Individual Performance Studies, the student must complete an academic course in music (which may include **Music 385**) within the first year and a half of study, or by graduation, whichever comes first.

6. Students taking lessons for credit pay a fee of \$500 for twelve one-hour lessons per semester. Junior and senior music majors and minors may take two half-credits free of charge.

7. Student Recitals. In most circumstances, a student is required to take **Music 385–387** (see below) in order to perform a solo recital. In some cases, however, a student may be allowed to perform a recital without taking **Music 385–387**, subject to permission of the instructor, availability of suitable times, and contingent upon a successful audition in the music department. The performance date and accompanist should be established the semester *before* the recital is to take place.

**385–387 {3851–3879} c - VPA. Advanced Individual Performance Studies.** Every semester.

Prerequisite: **Music 286** and permission of the music department. The performance date and accompanist should be established the semester *before* the recital is to take place.

1. This option for private study is open only to students already advanced on their instruments. Students may take one or more semesters of this option. **Music 386** may be repeated for credit. *The first semester of study will be designated **Music 385**. The second and all subsequent semesters of private lessons **on the same instrument** will be designated **Music 386**. The number **387** is reserved for all semesters of study on a second instrument.*

2. One credit is granted for each semester of study. Students are graded with regular course grades. To receive credit, students must register for lessons at the beginning of **each** semester of study in the Office of the Registrar and the Department of Music. *Note: Add/drop dates for lessons are earlier than add/drop dates for other courses. The deadline to add lessons is one week from the start of classes, and the deadline to drop lessons is two weeks from the start of classes.*

3. Admission is by departmental audition only. Subsequent semesters of advanced lessons on the same instrument may require further auditions.

4. To receive credit for lessons, the student must perform a thirty- to forty-five-minute recital at the end of the semester. The student is expected to write program notes for this recital and other written work acceptable to the faculty advisor.

5. To receive credit, the student must have an advisor from the music department faculty, and

## COURSES OF INSTRUCTION

be able to demonstrate to that faculty member that he or she understands the structure and/or context of the music, and will meet all deadlines. The letter grade will be determined jointly by the applied teacher and the faculty member after the recital.

6. Fees as with half-credit lessons.

Instructors for 2012–2013 include Julia Adams (viola), Christina Astrachan (voice), Naydene Bowder (piano and harpsichord), Christina Chute (cello), Ray Cornils (organ), Matt Fogg (jazz piano), Carol Furman, (clarinet), Allen Graffam (trumpet), Steve Grover (percussion), Anita Jerosch (low brass), Timothy Johnson (voice), John Johnstone (classical guitar), David Joseph (bassoon), Stephen Kecskemethy (violin), George Lopez (piano), Greg Loughman (electric bass), Tracey MacLean (jazz voice), Kathleen McNerney (oboe), Kirsten Monke (viola), Joyce Moulton (piano), Gilbert Peltola (saxophone and clarinet), Bonnie Scarpelli (voice), Dean Stein (violin), Krysia Tripp (flute), Scott Vaillancourt (tuba), and Gary Wittner (jazz guitar).

**Music Ensembles.** Every semester.

The following provisions govern ensemble:

1. Most ensembles are auditioned. (No auditions required for **Music 269, 275, and 281**.) May be repeated for credit; returning students need not normally re-audition.
2. One-half credit may be granted for each semester of study. To receive credit, the student must register for the course in the Office of the Registrar at the beginning of each semester.
3. Grading is Credit/D/Fail. Members of ensembles must attend rehearsals regularly and participate in all dress rehearsals and performances, or they will receive a “D” or an “F” for the course.
4. Ensembles meet regularly for a minimum of three hours weekly, inclusive of time without the ensemble director; ensemble directors establish appropriate attendance policies.

**269 {2691–2699} c. Middle Eastern Ensemble.** The Department.

Meets once a week on Monday evenings, and performs pieces from the Arabic, Turkish, Armenian, and Greek traditions. Coached by oud player Amos Libby and percussionist Eric La Perna, the group does one performance per semester and often collaborates with the Bowdoin Belly Dance Club. No experience is required to join; students have the option of singing, learning new percussion instruments, or playing an instrument with which they are already familiar.

**271 {2711–2719} c. Chamber Choir.** Robert Greenlee.

An auditioned group of about thirty-five student singers. Repertory ranges widely, from Renaissance music to American contemporary music and folk music of the world. The choir performs at festivals and society meetings in the U.S. (American Choral Directors Association and Society of Composers), and it tours abroad during some spring breaks. Recent trips have taken the ensemble to Germany, Ireland, England, Chile, Hungary, and Slovakia. Monday through Thursday late afternoons must be reserved, but the choir usually rehearses only three of those days.

**273 {2731–2739} c. Chorus.** Anthony Antolini.

A choral ensemble composed of students, faculty, staff, and community members. Entrance is by audition. This ensemble has performed at the regional convention of the American Choral Directors Association in Baltimore. The chorus has toured throughout New England, New York, Washington, D.C., and Montreal. In summer 2008, the Chorus traveled to Greece. Recent performances have included Rachmaninoff’s *Liturgy of St. John Chrysostom*,

Mozart's *Solemn Vespers*, Jenkins' *Requiem*, and Vaughan Williams' *Dona nobis pacem*. Rehearsals are Thursday and Sunday evenings.

**275 {2751–2759} c. Concert Band.** John Morneau.

An ensemble open to all students with wind and percussion experience that performs several major concerts each year on campus, along with performances at campus events and ceremonies. Repertoire consists of a variety of literature, from the finest of the wind band repertoire to light classics, show tunes and marches. Students have been featured as soloists and conductors, and student compositions have been premiered by the ensemble. Rehearsals are Tuesday and Thursday evenings.

**277 {2771–2779} c. Ensemble Performance.** George Lopez.

Ensemble Performance is for instrumentalists who play orchestral instruments or piano and would like to play in chamber ensembles and the chamber orchestra. Participants (except pianists) must reserve Sunday evenings from 7:00 p.m. until 8:30 p.m., and chamber ensemble rehearsals and coachings will be scheduled on an individual basis.

All students must audition for ensemble performance. One-half credit per semester can be earned if one participates in both the orchestra and a chamber ensemble; with permission of the director, some students may be allowed to play in only one or the other ensemble on a non-credit basis.

**281 {2811–2819} c. Afro-Latin Music Ensemble.** Michael Birenbaum Quintero.

Performs the musical forms of black populations in Latin America and the Caribbean, with particular emphasis on the marimba and drumming traditions of Afro-Colombians. May include also include Afro-Cuban, Afro-Peruvian, Afro-Puerto Rican, Afro-Dominican, and other musics. Students learn and perform multiple instruments, drumming, singing, and dance, culminating in a concert every semester. Occasional texts and audiovisual materials supplement musical learning by offering cultural and aesthetic contextualization. Rehearsals are Monday and Wednesday evenings.

**283 {2831–2839} c. Jazz Ensembles.** Frank Mauceri.

Groups of four to six students, formed by audition, and performing both modern and classic standards, plus some original compositions by students and faculty. They perform one concert a semester on campus, and appear occasionally in other venues. Rehearsals are arranged to suit the players' and coach's schedules.

## NEUROSCIENCE

Richmond R. Thompson, *Program Director*

Julie J. Santorella, *Program Coordinator*

*Professor:* Patsy S. Dickinson (Biology)

*Associate Professors:* Hadley Wilson Horch (Biology), Richmond R. Thompson (Psychology)

*Visiting Faculty:* Matthew M. Campolattaro (Psychology)

*Laboratory Instructor:* Nancy J. Curtis

*Contributing Faculty:* Bruce D. Kohorn, Samuel P. Putnam\*, Mary Lou Zeeman

### Requirements for the Major in Neuroscience

The major consists of thirteen courses, including ten core courses and three electives from the lists to follow. Advanced placement credits may not be used to fulfill any of the course requirements for the major. Independent study in neuroscience may be used to fulfill one of the three elective credits. If students place out of **Psychology 101** or **Biology 109**, thirteen courses related to neuroscience must still be completed.

*Note:* The information provided below is a listing of required and elective courses for the major in neuroscience. These courses are offered by other departments and programs within the College. Please refer to the departments of Biology, Chemistry, Computer Science, Mathematics, Physics, and Psychology for further information, including course descriptions, instructors, and semesters when these courses will next be offered.

### I. CORE COURSES

#### Introductory Level and General Courses:

**Biology 109 a - MCSR, INS. Scientific Reasoning in Biology** *or* **Biology 102 a - MCSR, INS. Biological Principles II**

**Chemistry 102 a - MCSR, INS. Introductory Chemistry II** *or* **Chemistry 109 a - MCSR, INS. General Chemistry**

**Chemistry 225 a. Organic Chemistry I**

**Psychology 101 b. Introduction to Psychology**

**Psychology 252 a - MCSR. Data Analysis** *or* **Mathematics 165 a - MCSR. Biostatistics**

#### Introductory Neuroscience Course:

**Biology 213 a - MCSR, INS. Neurobiology** *or* **Psychology 218 a. Physiological Psychology**

#### Mid-level Neuroscience Courses:

*Three of the following:*

**Biology 253 a. Neurophysiology**

**Biology 266 a. Molecular Neurobiology**

**Psychology 275 a - INS. Laboratory in Behavioral Neuroscience: Social Behavior**



**Psychology 276 a - INS. Laboratory in Behavioral Neuroscience: Learning and Memory**

**Advanced Neuroscience Course:**

*One of the following:*

**Biology 325 a. Topics in Neuroscience**

**Biology 329 a. Neuronal Regeneration**

**Psychology 315 a. Hormones and Behavior**

**Psychology 316 a. Comparative Neuroanatomy**

**II. ELECTIVES**

*Three electives may be chosen from the courses listed above (but not already taken) or below:*

**Biology 101 a - MCSR, INS. Biological Principles I**

**Biology 212 a - MCSR, INS. Genetics and Molecular Biology**

**Biology 214 a - MCSR, INS. Comparative Physiology**

**Biology 217 a - MCSR, INS. Developmental Biology**

**Biology 224 a - MCSR, INS. Biochemistry and Cell Biology**

**Biology 333 a. Advanced Cell and Molecular Biology**

**Chemistry 232 a - MCSR. Biochemistry**

**Computer Science 355 a. Cognitive Architecture**

**Mathematics 204 a - MCSR. Biomathematics (same as Biology 174)**

**Physics 104 a - MCSR, INS. Introductory Physics II**

**Psychology 210 b. Infant and Child Development**

**Psychology 216 b. Cognitive Psychology**

**Psychology 251 b. Research Design in Psychology**

**Psychology 260 b. Abnormal Psychology**

**Psychology 270 b. Laboratory in Cognition**

**Neuroscience 291–294 {2970–2973} a. Intermediate Independent Study**

**Neuroscience 299 {2999} a. Intermediate Collaborative Study**

**Neuroscience 401–404 {4000–4003} a. Advanced Independent Study and Honors**

**Neuroscience 405 {4029} a. Advanced Collaborative Study**

## PHILOSOPHY

Scott R. Schon, *Department Chair*

Jean Harrison, *Department Coordinator*

*Professors:* Scott R. Schon, Matthew Stuart

*Associate Professor:* Lawrence H. Simon (Environmental Studies)

*Assistant Professor:* Sarah O'Brien Conly

### Requirements for the Major in Philosophy

The major consists of nine courses, which must include **Philosophy 111, 112, and 223**. Of the remaining six courses, there must be at least one course with a primary focus on epistemology and metaphysics (**Philosophy 142, 145, 210, 224–227, 332, or 334**); and there must be at least one course with a primary focus on value theory (**Philosophy 16, 18, 120, 220, 221, 222, 241, 258, 332, 334, or 346**). At least two classes must be from the group numbered in the 300s. Students must earn grades of C- or better in courses to be counted toward the major.

### Requirements for the Minor in Philosophy

The minor consists of five courses, which must include **Philosophy 111 and 112**, one other course from the group numbered in the 200s, and one course from the group numbered in the 300s. The fifth course may be from any level. Students must earn grades of C- or better in courses to be counted toward the minor.

### First-Year Seminars

Topics in first-year seminars change from time to time but are restricted in scope and make no pretense to being an introduction to the whole field of philosophy. They are topics in which contemporary debate is lively and as yet unsettled and to which contributions are often being made by more than one field of learning. For a full description of first-year seminars, see pages 155–167.

**[16 {1036} c. Personal Ethics.]**

**18 {1038} c. Love.** Spring 2013. Sarah Conly.

**28 {1028} c. A Philosopher's Dozen.** Fall 2012. Matthew Stuart.

### Introductory Courses

Introductory courses are open to all students regardless of year and count towards the major. They do not presuppose any background in philosophy and are good first courses.

**111 {2111} c. Ancient Philosophy.** Every fall. Fall 2012. Sarah Conly.

The sources and prototypes of Western thought. We try to understand and evaluate Greek ideas about value, knowledge, and truth.

**112 {2112} c. Modern Philosophy.** Every spring. Spring 2013. Matthew Stuart.

A survey of seventeenth- and eighteenth-century European philosophy, focusing on discussions of the ultimate nature of reality and our knowledge of it. Topics include the nature of the mind and its relation to the body, the existence of God, and the free will problem. Readings from Descartes, Locke, Hume, Kant, and others.

**120 {1320} c. Moral Problems.** Spring 2013. Sarah Conly.

Our society is riven by deep and troubling moral controversies. Examines some of these controversies in the context of current arguments and leading theoretical positions. Possible topics include abortion, physician-assisted suicide, capital punishment, sexuality, the justifiability of terrorism, and the justice of war.

**142 {1442} c. Philosophy of Religion.** Fall 2012. Scott Schon.

Does God exist? Can the existence of God be proven? Can it be disproven? Is it rational to believe in God? What does it *mean* to say that God exists (or does not exist)? What distinguishes religious beliefs from non-religious beliefs? What is the relation between religion and science? Approaches these and related questions through a variety of historical and contemporary sources, including philosophers, scientists, and theologians. (Same as **Religion 142 {1142}**.)

**145 {1435} c. Truth and Morality: One, Many, or None?** Fall 2013. Scott Schon.

If we disagree about whether or not the earth is flat, or whether Obama was born in Kenya, it seems that we are disagreeing about something to which there is a single true answer; we can't all be right. On the other hand, when we contemplate the complexity of cultural diversity and worldviews in different times and places, it might seem implausible that there is a true moral view that applies to everyone at all times. Investigates whether there is moral truth: whether there are objective moral truths that hold for everyone, whether moral truth is somehow relative to particular cultures or whether there is no such thing as truth or morality. Readings from mostly contemporary sources.

**152 {1252} c. Death.** Fall 2013. Matthew Stuart.

Considers distinctively philosophical questions about death: Do we have immortal souls? Is immortality even desirable? Is death a bad thing? Is suicide morally permissible? Does the inevitability of death rob life of its meaning? Readings from historical and contemporary sources.

**Intermediate Courses****200 {2100} c. History, Freedom, and Reason.** Fall 2012. Lawrence H. Simon.

What are the causes of historical development? Is history progressive? Do freedom and reason manifest themselves in history? A study of the development of political philosophy and philosophy of history in nineteenth-century German philosophy from Kant through Hegel to Marx.

**210 {2410} c. Philosophy of Mind.** Spring 2014. Scott Schon.

We see ourselves as rational agents: we have beliefs, desires, intentions, wishes, hopes, etc. We also have the ability to perform actions, seemingly in light of these beliefs, desires, and intentions. Is our conception of ourselves as rational agents consistent with our scientific conception of human beings as biological organisms? Can there be a science of the mind and, if so, what is its status relative to other sciences? What is the relationship between mind and body? How do our mental states come to be about things in the world? How do we know our own minds, or whether other people even have minds? Readings primarily from contemporary sources.

**220 {2320} c. Bioethics.** Fall 2013. Sarah Conly.

Examines issues central for physicians, biological researchers, and society: cloning, genetic engineering, biological patenting, corporate funding for medical research, use of experimental procedures, and others.

**221 {2321} c. History of Ethics.** Spring 2013. Lawrence H. Simon.

How should one live? What is the good? What is my duty? What is the proper method for doing ethics? The fundamental questions of ethics are examined in the classic texts of Aristotle, Hume, Kant, and Mill.

**222 {2322} c. Political Philosophy.** Fall 2013. Lawrence H. Simon.

Examines some of the major issues and concepts in political philosophy, including freedom and coercion, justice, equality, and the nature of liberalism. Readings primarily from contemporary sources.

**223 {2223} a - MCSR. Logic.** Every fall. Fall 2012. Scott Schon.

The central problem of logic is to determine which arguments are good and which are bad. To this end, we introduce a symbolic language and rigorous, formal methods for seeing whether one statement logically implies another. We apply these tools to a variety of arguments, philosophical and otherwise. We also demonstrate certain theorems about the formal system we construct.

**225 {2425} c. Philosophy of Science.** Spring 2013. Scott Schon.

Science is often thought of as the paradigm of rational inquiry, as a method that gives us an unparalleled ability to understand the nature of the world. Others have doubted this rosy picture, and have emphasized historical and sociological aspects of the practice of science. Investigates the nature of science and scientific thought by looking at a variety of topics, including the demarcation of science and non-science, relativism and objectivity, logical empiricism, scientific revolutions, and scientific realism.

**227 {2427} c. Metaphysics.** Spring 2013. Matthew Stuart.

Metaphysics is the study of very abstract questions about reality. What does reality include? What is the relation between things and their properties? What is time? Do objects and persons have temporal parts as well as spatial parts? What accounts for the identity of persons over time? What is action, and do we ever act freely?

**[229 {2429} c. Philosophy in the Twentieth Century.]**

**233 {2233} - MCSR. Intermediate Logic.** Spring 2014. Scott Schon.

Investigates several philosophically important results of modern logic, including Gödel's incompleteness theorems, the Church-Turing Theorem (that there is no decision procedure for quantificational validity), and Tarski's theorem (the indefinability of truth for formal languages). Also includes an introduction to modal logic, the logic of necessity and possibility.

Prerequisite: **Philosophy 223** or permission of the instructor.

**241 {2341} c. Philosophy of Law.** Spring 2014. Sarah Conly.

An introduction to legal theory. Central questions include: What is law? What is the relationship of law to morality? What is the nature of judicial reasoning? Particular legal issues include the nature and status of privacy rights (e.g., contraception, abortion, and the right to die); the legitimacy of restrictions on speech and expression (e.g., pornography, hate speech); the nature of equality rights (e.g., race and gender); and the right to liberty (e.g., homosexuality).

**258 {2358} c. Environmental Ethics.** Spring 2013. Lawrence H. Simon.

What things in nature have moral standing? What are our obligations to them? How should we resolve conflicts among our obligations? After an introduction to ethical theory, topics

include anthropocentrism, the moral status of nonhuman sentient beings and of non-sentient living beings, preservation of endangered species and the wilderness, holism versus individualism, the land ethic, and deep ecology. (Same as **Environmental Studies 258 {2408}**.)

**291–294 {2970–2973} c. Intermediate Independent Study in Philosophy.** The Department.

**299 {2999} c. Intermediate Collaborative Study in Philosophy.** The Department.

### Advanced Courses

Although courses numbered in the 300s are advanced seminars primarily intended for majors in philosophy, adequately prepared students from other fields are also welcome. Besides stated prerequisites, at least one of the courses from the group numbered in the 200s will also be found a helpful preparation.

**[320 {3220} c. Metaphilosophy.]**

**[325 {3325} c. Utilitarianism and Its Critics.]**

**[332 {3432} c. Origins of Analytic Philosophy.]**

**334 {3434} c. Free Will.** Spring 2013. Scott Sehon.

Do we have free will and moral responsibility? Can we have free will and moral responsibility if determinism is true? More broadly, can we have free will if all human behaviors can be explained scientifically? Readings from contemporary sources.

**337 {3137} c. Hume.** Fall 2012. Matthew Stuart.

An examination of the whole arc of Hume's philosophy, including his metaphysics and epistemology, his theory of the passions, and his moral philosophy. Readings will be drawn from his early masterpiece, the *Treatise of Human Nature*, and from later works including his two *Enquiries* and the *Dissertation of the Passions*.

Prerequisite: **Philosophy 112** or permission of the instructor.

**346 {3346} c. Philosophy of Gender: Sex and Love.** Fall 2012. Sarah Conly.

Issues of sex and love preoccupy us but may not be well understood. Considers what “counts” as having sex, why that matters, and what it is to love someone. These and other relevant topics explored through readings and discussion. (Same as **Gay and Lesbian Studies 346 {3346}** and **Gender and Women's Studies 346 {3346}**.)

**392 {3392} c. Advanced Topics in Environmental Philosophy.** Spring 2014. Lawrence H. Simon.

Examines philosophical, moral, political, and policy questions regarding various environmental issues. Possible topics include the ethics of climate change policy, our obligations to future generations, benefit-cost analysis vs. the precautionary principle as a decision-making instrument, and the relationship between justice and sustainability. (Same as **Environmental Studies 392 {3992}**.)

**401–404 {4000–4003} c. Advanced Independent Study and Honors in Philosophy.** The Department.

**405 {4029} c. Advanced Collaborative Study in Philosophy.** The Department.

## PHYSICS AND ASTRONOMY

Mark O. Battle, *Department Chair*

Dominica Lord-Wood, *Department Coordinator*

*Professors:* Thomas Baumgart†, Madeleine E. Msall, Stephen G. Naculich, Dale A. Syphers

*Associate Professor:* Mark O. Battle

*Visiting Faculty:* Yuk Tung Liu

*Senior Lecturer:* Karen Top†

*Laboratory Instructors:* Kenneth Dennison, Gary L. Miers, Elise Weaver

The major program depends to some extent on the student's goals, which should be discussed with the department. Those who intend to do graduate work in physics or an allied field should plan to do an honors project. For those considering a program in engineering, consult pages 36–37. A major with an interest in an interdisciplinary area such as geophysics, biophysics, or oceanography will choose appropriate courses in related departments. Secondary school teaching requires a broad base in science courses, as well as the necessary courses for teacher certification. For a career in industrial management, some courses in economics and government should be included. Courses that will count toward the major or minor must be taken on a graded basis (not Credit/D/Fail).

### Requirements for the Major in Physics

A student majoring in physics is expected to complete at least **Mathematics 161, 171, Physics 103, 104, 223, 224, 229**, one 300-level methods course (**Physics 300, 301, or 302**), and two additional approved courses higher than **104** (one of which may be **Mathematics 181** or higher, or **Computer Science 101**). At least five physics courses must be taken at Bowdoin.

For honors work, a student is expected to complete **Mathematics 181**, and **Physics 103, 104, 223, 224, 229, 300, 451**, and four additional physics courses, three of which must be at the 300 level or above.

### Requirements for the Minor in Physics

The minor consists of at least four Bowdoin physics courses numbered **103** or higher, one of which must be **Physics 104**.

### Interdisciplinary Majors

The department participates in an interdisciplinary program in chemical physics. See page 219.

The department does not participate in a formal interdisciplinary program with the Department of Earth and Oceanographic Science. However, the departments of Physics and Earth and Oceanographic Science have identified major/minor pathways for students majoring in physics with an interest in earth and oceanographic science (physics major/earth and oceanographic science minor) and students majoring in earth and oceanographic science with an interest in physics (earth and oceanographic science major/physics minor). Students pursuing the physics major/earth and oceanographic science minor with interests in the solid earth discipline would be best served by selecting **Earth and Oceanographic Science 101, 200**, and two of the following earth and oceanographic science courses: **241, 242, 262, 315**; those with interests in the surface earth discipline should select **Earth and Oceanographic Science 104, 200**, and two from **220, 270, 272, 276, 277**; those with interests

in the oceanography discipline should choose **Earth and Oceanographic Science 102, 200,** and two from **255, 267, 282.**

## Prerequisites

Students must earn a grade of C- or above in any prerequisite physics course.

## Introductory, Intermediate, and Advanced Courses

**[63 {1063} a - MCSR. Physics of the Twentieth Century.]**

**[81 {1081} a - INS. Physics of the Environment.** (Same as **Environmental Studies 81 {1081}.**)]

**[82 {1082} a - MCSR, INS. Physics of Musical Sound.]**

**93 {1093} a - MCSR. Introduction to Physical Reasoning.** Fall 2012. Dale Syphers.

Climate science. Quantum Physics. Bioengineering. Rocket science. Who can understand it? Anyone with high school mathematics (geometry and algebra) can start. Getting started in physics requires an ability to mathematically describe real world objects and experiences. Prepares students for additional work in physical science and engineering by focused practice in quantitative description, interpretation, and calculation. Includes hands-on measurements, some introductory computer programming, and many questions about the physics all around us. Registration for this course is by placement only. *To ensure proper placement, students must have taken the physics placement examination prior to registering for **Physics 93.***

**103 {1130} a - MCSR, INS. Introductory Physics I.** Every semester. Fall 2012. Yuk Tung Liu and Madeline Msall. Spring 2013. The Department.

An introduction to the conservation laws, forces, and interactions that govern the dynamics of particles and systems. Shows how a small set of fundamental principles and interactions allow us to model a wide variety of physical situations, using both classical and modern concepts. A prime goal of the course is to have the participants learn to actively connect the concepts with the modeling process. Three hours of laboratory work per week. *To ensure proper placement, students are expected to have taken the physics placement examination prior to registering for **Physics 103.***

Prerequisite: Previous credit or concurrent registration in **Mathematics 161** or higher, or permission of the instructor.

**104 {1140} a - MCSR, INS. Introductory Physics II.** Every semester. Fall 2012. Stephen Naculich. Spring 2013. Dale Syphers.

An introduction to the interactions of matter and radiation. Topics include the classical and quantum physics of electromagnetic radiation and its interaction with matter, quantum properties of atoms, and atomic and nuclear spectra. Three hours of laboratory work per week will include an introduction to the use of electronic instrumentation.

Prerequisite: **Physics 103** and previous credit or concurrent registration in **Mathematics 171, 172,** or **181,** or permission of the instructor.

**107 {1510} a - INS. Introductory Astronomy.** Every spring. The Department.

A quantitative introduction to astronomy with emphasis on stars and the structures they form, from binaries to galaxies. Topics include the night sky, the solar system, stellar structure and evolution, white dwarfs, neutron stars, black holes, and the expansion of the universe. Several nighttime observing sessions required. Does not satisfy pre-med or other science departments'

## COURSES OF INSTRUCTION

requirements for a second course in physics. Not open to students who have credit for **Physics 62** or **Physics 162**.

Prerequisite: **Mathematics 161** or higher, or permission of the instructor.

[162 {1560} a - INS. **Stars and Galaxies**.]

**223 {2130} a - INS. Electric Fields and Circuits**. Every fall. Fall 2012. Mark Battle.

The basic phenomena of the electromagnetic interaction are introduced. The basic relations are then specialized for a more detailed study of linear circuit theory. Laboratory work stresses the fundamentals of electronic instrumentation and measurement with basic circuit components such as resistors, capacitors, inductors, diodes, and transistors. Three hours of laboratory work per week.

Prerequisite: **Physics 104** or permission of the instructor.

**224 {2140} a - MCSR. Quantum Physics and Relativity**. Every spring. Spring 2013. Stephen Naculich.

An introduction to two cornerstones of twentieth-century physics, quantum mechanics, and special relativity. The introduction to wave mechanics includes solutions to the time-independent Schrödinger equation in one and three dimensions with applications. Topics in relativity include the Galilean and Einsteinian principles of relativity, the “paradoxes” of special relativity, Lorentz transformations, space-time invariants, and the relativistic dynamics of particles. Not open to students who have credit for or are concurrently taking **Physics 275**, **310**, or **375**.

Prerequisite: **Physics 104** or permission of the instructor.

**229 {2150} a. Statistical Physics**. Every spring. Spring 2013. Mark Battle.

Develops a framework capable of predicting the properties of systems with many particles. This framework, combined with simple atomic and molecular models, leads to an understanding of such concepts as entropy, temperature, and chemical potential. Some probability theory is developed as a mathematical tool.

Prerequisite: **Physics 104** or permission of the instructor.

[235 {2220} a. **Engineering Physics**.]

**240 {2230} a. Modern Electronics**. Every other spring. Spring 2013. Dale Syphers.

A brief introduction to the physics of semiconductors and semiconductor devices, culminating in an understanding of the structure of integrated circuits. Topics include a description of currently available integrated circuits for analog and digital applications and their use in modern electronic instrumentation. Weekly laboratory exercises with integrated circuits.

Prerequisite: **Physics 103** or **104**, or permission of the instructor.

**250 {2240} a - MCSR. Acoustics**. Fall 2012. Madeleine Msall.

An introduction to the motion and propagation of sound waves. Covers selected topics related to normal modes of sound waves in enclosed spaces, noise, acoustical measurements, the ear and hearing, phase relationships between sound waves, and many others, providing a technical understanding of our aural experiences.

Prerequisite: **Physics 104** or permission of the instructor.



[251 {2250} a. **Physics of Solids.**]

[257 {2810} a. **Atmosphere and Ocean Dynamics.** (Same as **Earth and Oceanographic Science 257 {2810}** and **Environmental Studies 253 {2253}**.)]

**262 {2510} a. Astrophysics.** Every other fall. Fall 2012. Yuk Tung Liu.

A quantitative discussion that introduces the principal topics of astrophysics, including stellar structure and evolution, planetary physics, and cosmology.

Prerequisite: **Physics 104** or permission of the instructor.

**280 {2260} a. Nuclear and Particle Physics.** Every other spring. Spring 2013. Stephen Naculich.

An introduction to the physics of subatomic systems, with a particular emphasis on the standard model of elementary particles and their interactions. Basic concepts in quantum mechanics and special relativity are introduced as needed.

Prerequisite: **Physics 224** or permission of the instructor.

**285 {2900}. Topics in Contemporary Physics.** Fall 2012. Mark Battle.

Seminar exploring recent results from research in all fields of physics. Focuses on discussion of papers in the scientific literature. Grading is Credit/D/Fail. One-half credit.

Prerequisite: **Physics 223, 224, or 229**, or permission of the instructor.

**291–294 {2970–2973} a. Intermediate Independent Study in Physics.** The Department.

Topics to be arranged by the student and the faculty. If the investigations concern the teaching of physics, this course may satisfy certain of the requirements for the Maine State Teacher's Certificate. Students doing independent study normally have completed a 200-level physics course.

**299 {2999} a. Intermediate Collaborative Study in Physics.** The Department.

**300 {3000} a. Methods of Theoretical Physics.** Every fall. Fall 2012. Stephen Naculich.

Mathematics is the language of physics. Similar mathematical techniques occur in different areas of physics. A physical situation may first be expressed in mathematical terms, usually in the form of a differential or integral equation. After the formal mathematical solution is obtained, the physical conditions determine the physically viable result. Examples are drawn from heat flow, gravitational fields, and electrostatic fields.

Prerequisite: **Physics 104** and **Mathematics 181**, or permission of the instructor.

**301 {3010} a. Methods of Experimental Physics.** Every spring. Spring 2013. Madeleine Msall.

Intended to provide advanced students with experience in the design, execution, and analysis of laboratory experiments. Projects in optical holography, nuclear physics, cryogenics, and materials physics are developed by the students.

Prerequisite: **Physics 223** or permission of the instructor.

[**302 {3020} a. Methods of Computational Physics.**]

**310 {3140} a. Quantum Mechanics.** Every fall. Fall 2012. Dale Syphers.

A mathematically rigorous development of quantum mechanics, emphasizing the vector space structure of the theory through the use of Dirac bracket notation. Linear algebra will be

## COURSES OF INSTRUCTION

developed as needed.

Prerequisite: **Physics 224** and **300**, or permission of the instructor.

**[320 {3130} a. Electromagnetic Theory.]**

**357 {3810} a. The Physics of Climate.** Every other spring. Spring 2013. Mark Battle.

A rigorous treatment of the earth's climate, based on physical principles. Topics include climate feedbacks, sensitivity to perturbations, and the connections between climate and radiative transfer, atmospheric composition, and large-scale circulation of the oceans and atmospheres. Anthropogenic climate change also studied. (Same as **Earth and Oceanographic Science 357 {3050}** and **Environmental Studies 357 {3957}**.)

Prerequisite: **Physics 229, 257** or **300**, or permission of the instructor.

**370 {3120} a. Advanced Mechanics.** Every other spring. Spring 2013. Madeleine Msall.

A thorough review of particle dynamics, followed by the development of Lagrange's and Hamilton's equations and their applications to rigid body motion and the oscillations of coupled systems.

Prerequisite: **Physics 300** or permission of the instructor.

**375 {3500} a. General Relativity.]**

**401–404 {4000–4003} a. Advanced Independent Study in Physics.** The Department.

Topics to be arranged by the student and the faculty. Students doing advanced independent study normally have completed a 300-level physics course.

**405 {4029} a. Advanced Collaborative Study in Physics.** The Department.

**451–452 {4050–4051} a. Honors in Physics.** The Department.

Programs of study are available in semiconductor physics, microfabrication, superconductivity and superfluidity, astrophysics, relativity, ultrasound, and atmospheric physics. Work done in these topics normally serves as the basis for an honors paper.

Prerequisite: Permission of the instructor.

## PSYCHOLOGY

Paul E. Schaffner, *Department Chair*

Donna M. Trout, *Senior Department Coordinator*

*Professors:* Barbara S. Held, Louisa M. Slowiaczek, Richmond R. Thompson (Neuroscience)

*Associate Professors:* Suzanne Lovett, Samuel P. Putnam\*, Paul E. Schaffner

*Visiting Faculty:* Matthew Campolattaro (Neuroscience), Matthew Gingo, Julie Quimby, Kimberly J. Robinson

Students in the Department of Psychology may elect a major within the psychology program, or they may elect an interdisciplinary major in neuroscience, sponsored jointly by the departments of Psychology and Biology (see Neuroscience, pages 248–249). The program in psychology examines contemporary perspectives on principles of human behavior, in areas ranging from cognition, language, development, and behavioral neuroscience to interpersonal relations and psychopathology. Its approach emphasizes scientific methods of inquiry and analysis.

## Requirements for the Major in Psychology

The psychology major comprises ten courses. These are selected by students with their advisors and subject to departmental review. The major includes **Psychology 101**, which is a prerequisite to further study in psychology, and **Psychology 251** and **252**. These three core courses should be completed before the junior year when feasible. The major also includes laboratory and advanced courses. Students have the option of taking either (a) two laboratory courses numbered **260–279** and two advanced (300-level) courses, or (b) three laboratory courses numbered **260–279** and one advanced (300-level) course. Note that either **Psychology 275** or **276**, but not both, may count toward the two- or three-course laboratory requirement. Similarly, no more than one course from among **Psychology 320, 321, and 323** may count toward the two-advanced-course option; and no more than one course from among **Psychology 313, 315, 316, and 322** may count toward the two-advanced-course option. Finally, the major includes three electives chosen from among all psychology courses. Students are encouraged to consider an independent study course on a library, laboratory, or field research project. Independent study courses at any level count as electives, but do not count toward the laboratory requirement or the advanced-course requirement.

Students who are considering a major in psychology are encouraged to enroll in **Psychology 101** during their first year at Bowdoin and to enroll in **Psychology 251** and **252** during their second year. Students must take **Psychology 251** before **252**. **Psychology 251** must be taken prior to **260**. **Psychology 252** can be taken concurrently with **270, 274, 275, 276, and 277**; but must be taken prior to any 300-level course. If possible, students should begin their laboratory work no later than the fall of their junior year. Those who plan to study away from campus for one or both semesters of their junior year should complete at least one laboratory course before leaving for their off-campus experience and plan their courses so that they can complete the major after returning to campus. Students should speak with the chair of the department regarding their off-campus study plans and transfer of credit toward the major. Laboratory or advanced courses taken elsewhere may be counted as electives but are not normally counted toward the laboratory or advanced course requirement.

## Requirements for the Minor in Psychology

The psychology minor comprises six courses, including **Psychology 101, 251, and 252**, and one laboratory course.

## Grade Requirements

To fulfill a major (or minor) requirement in psychology, or to serve as a prerequisite for another psychology course, a grade of C- or better must be earned in a course. There is one exception: **Psychology 101** may be taken with the Credit/D/Fail grading option, and it will count toward the major (or minor) and serve as a prerequisite for other psychology courses if a grade of CR (Credit) is earned for the course.

## AP/IB Policy

Students who receive an AP score of 4 or higher on the psychology exam are considered to have met the prerequisite for courses requiring **Psychology 101**. Students who receive an IB score of 5 or higher on the (higher level) psychology exam are considered to have met the prerequisite for courses requiring **Psychology 101**. If students place out of **Psychology 101**, ten psychology courses must still be completed for the major, and six for the minor.

## Requirements for the Major in Neuroscience

See Neuroscience, pages 248–249.

COURSES IN PSYCHOLOGY

**First-Year Seminars**

For a full description of first-year seminars, see pages 155–167.

**10 {1010} b. What's on Your Mind? An Introduction to the Brain and Behavior.** Fall 2012. Matthew Campolattaro.

**Introductory Courses**

**101 {1101} b. Introduction to Psychology.** Every semester. The Department.

A general introduction to the major concerns of contemporary psychology, including physiological psychology, perception, learning, cognition, language, development, personality, intelligence, and abnormal and social behavior. Recommended for first- and second-year students. Juniors and seniors should enroll in the spring semester.

**Intermediate Courses**

**210 {2010} b. Infant and Child Development.** Fall 2012. Matthew Gingo. Spring 2013. Samuel P. Putnam.

A survey of major changes in psychological functioning from conception through childhood. Several theoretical perspectives are used to consider how physical, personality, social, and cognitive changes jointly influence the developing child's interactions with the environment.

Prerequisite: **Psychology 101.**

**211 {2020} b. Personality.** Every fall. Barbara S. Held.

A comparative survey of theoretical and empirical attempts to explain personality and its development. The relationships of psychoanalytic, interpersonal, humanistic, and behavioral approaches to current research are considered.

Prerequisite: **Psychology 101.**

**212 {2030} b. Social Psychology.** Every spring. Paul E. Schaffner.

A survey of theory and research on individual social behavior. Topics include self-concept, social cognition, affect, attitudes, social influence, interpersonal relationships, and cultural variations in social behavior.

Prerequisite: **Psychology 101 or Sociology 101.**

**216 {2040} b. Cognitive Psychology.** Every fall. Louisa M. Slowiaczek.

A survey of theory and research examining how humans perceive, process, store, and use information. Topics include visual perception, attention, memory, language processing, decision making, and cognitive development.

Prerequisite: **Psychology 101.**

**218 {2050} a. Physiological Psychology.** Every spring. Richmond R. Thompson.

An introductory survey of biological influences on behavior. The primary emphasis is on the physiological regulation of behavior in humans and other vertebrate animals, focusing on genetic, developmental, hormonal, and neuronal mechanisms. Additionally, the evolution of these regulatory systems is considered. Topics discussed include perception, cognition, sleep, eating, sexual and aggressive behaviors, and mental disorders.

Prerequisite: One of the following: **Psychology 101, Biology 102 or 109.**

**251 {2510} b. Research Design in Psychology.** Every fall. Paul E. Schaffner. Every spring. Louisa M. Slowiaczek.

A systematic study of the scientific method as it underlies psychological research. Topics include prominent methods used in studying human and animal behavior, the logic of causal analysis, experimental and non-experimental designs, issues in internal and external validity, pragmatics of careful research, and technical writing of research reports.

Prerequisite: **Psychology 101**.

**252 {2520} a - MCSR. Data Analysis.** Every fall. Suzanne Lovett. Spring 2013. Matthew Campolattaro.

An introduction to the use of descriptive and inferential statistics and design in behavioral research. Weekly laboratory work in computerized data analysis. Required of majors no later than the junior year, and preferably by the sophomore year.

Prerequisite: **Psychology 101**, and one of the following: **Psychology 251, Biology 102 or 109**.

### **Courses that Satisfy the Laboratory Requirement**

**260 {2720} b. Abnormal Psychology.** Every spring. Spring 2013. Julie Quimby.

A general survey of the nature, etiology, diagnosis, and treatment of common patterns of mental disorders. Students participate in a weekly supervised practicum at a local psychiatric unit.

Prerequisite: **Psychology 211 and 251**.

**270 {2740} b. Laboratory in Cognition.** Every fall. Louisa M. Slowiaczek.

An analysis of research methodology and experimental investigations in cognition, including such topics as auditory and sensory memory, visual perception, attention and automaticity, retrieval from working memory, implicit and explicit memory, metamemory, concept formation and reasoning. Weekly laboratory sessions allow students to collect and analyze data in a number of different areas of cognitive psychology.

Prerequisite: **Psychology 216, 251**, and previous credit or concurrent registration in **Psychology 252**.

**274 {2730} b. Laboratory in Group Dynamics.** Every fall. Paul E. Schaffner.

Principles and methods of psychological research, as developed in **Psychology 251 and 252**, are applied to the study of small group interaction. Students design, conduct, and report on social behavior research involving an array of methods to shape and assess interpersonal behavior.

Prerequisite: **Psychology 211, 212, 214, or 219; Psychology 251**; and previous credit or concurrent registration in **Psychology 252**.

**275 {2750} a - INS. Laboratory in Behavioral Neuroscience: Social Behavior.** Every spring. Richmond R. Thompson.

A laboratory course that exposes students to modern techniques in neuroscience that can be applied to the study of social behavior. Underlying concepts associated with various molecular, neuroanatomical, pharmacological, and electrophysiological methods are discussed in a lecture format. Students then use these techniques in laboratory preparations that demonstrate how social behavior is organized within the central nervous system of vertebrate animals, including humans.

Prerequisite: **Psychology 218 or Biology 213**; one of the following: **Psychology 251, Biology**

## COURSES OF INSTRUCTION

**102 or 109;** and previous credit or concurrent registration in **Psychology 252 or Mathematics 165.**

**276 {2751} a - INS. Laboratory in Behavioral Neuroscience: Learning and Memory.** Fall 2012. Matthew Campolattaro.

Explores current research and theories in the neurobiology of learning and memory by examining the modular organization of the brain with an emphasis on a brain systems-level approach to learning and memory, using both lectures and laboratory work. Memory is not a unitary phenomenon, rather, different parts of the brain are specialized for storing and expressing different kinds of memory. In addition to discussing contemporary research, students use modern neuroscientific methods in the laboratory to demonstrate how different memory systems can be dissociated. Techniques include behavioral, neurosurgical, and histological analysis in vertebrate species.

Prerequisite: **Psychology 218 or Biology 213;** one of the following: **Psychology 251, Biology 102 or 109;** and previous credit or concurrent registration in **Psychology 252 or Mathematics 165.**

**277 {2710} b. Research in Developmental Psychology.** Every spring. Spring 2013. Kimberly J. Robinson.

The multiple methods used in developmental research are examined both by reading research reports and by designing and conducting original research studies. The methods include observation, interviews, questionnaires, lab experiments, among others. Students learn to evaluate the relative strengths and weaknesses of both qualitative and quantitative approaches.

Prerequisite: **Psychology 210, 213, or 215; Psychology 251;** and previous credit or concurrent registration in **Psychology 252.**

## Advanced Courses

**303 {3025} b. Health Psychology.** Fall 2012. Kimberly J. Robinson.

Examines the relationships between psychosocial and behavioral factors and physical health. Specific topics include stress and coping, health behavior theory, personality and health, patient/provider relationships, and adjustment to chronic illness. Seminar meetings involve discussion of theories, empirical findings, and real-world applications.

Prerequisite: **Psychology 251 and 252.**

**309 {3020} b. Psychotherapy, Psychology, and Philosophy.** Every fall. Barbara S. Held.

Many clinical psychologists are returning to psychology's roots in philosophy for guidance on how to best understand the nature and purposes of psychotherapy. Considers the clinical, scientific, and underlying philosophical issues that pertain to different systems of psychotherapy. In exploring different approaches to psychotherapy, particular attention is given to such questions as the nature of personhood and the self, methods of obtaining self-knowledge and warrant for claims about self-knowledge, whether humans have free will, the nature of therapeutic change, and the nature of human happiness or well being. Current debates about a proper science of psychotherapy are emphasized.

Prerequisite: **Psychology 211, 251, and 252.**

**315 {3050} a. Hormones and Behavior.** Every other fall. Fall 2012. Richmond R. Thompson.

An advanced discussion of concepts in behavioral neuroendocrinology. Topics include

descriptions of the major classes of hormones, their roles in the regulation of development and adult behavioral expression, and the cellular and molecular mechanisms responsible for their behavioral effects. Hormonal influences on reproductive, aggressive, and parental behaviors, as well as on cognitive processes are considered.

Prerequisite: **Psychology 218** or **Biology 213**; one of the following: **Psychology 251**, **Biology 102** or **109**; and **Psychology 252** or **Mathematics 165**.

**316 {3051} a. Comparative Neuroanatomy.** Every other fall. Fall 2013. Richmond R. Thompson.

An advanced discussion of concepts in vertebrate brain organization. The primary emphasis is upon structure/function relationships within the brain, particularly as they relate to behavior. Topics include basic neuroanatomy, brain development and evolution, and the neural circuitry associated with complex behavioral organization. Studies from a variety of animal models and from human neuropsychological assessments are used to demonstrate general principles of brain evolution and function.

Prerequisite: **Psychology 218** or **Biology 213**; one of the following: **Psychology 251**, **Biology 102** or **109**; and **Psychology 252** or **Mathematics 165**.

**317 {3040} b. The Psychology of Language.** Every spring. Louisa M. Slowiaczek.

An examination of psychological factors that affect the processing of language, including a discussion of different modalities (auditory and visual language) and levels of information (sounds, letters, words, sentences, and text/discourse). Emphasis is on the issues addressed by researchers and the theories developed to account for our language abilities.

Prerequisite: **Psychology 216**, **251**, and **252**.

[**320 {3010} b. Social Development.**]

[**321 {3011} b. Cognitive Development.**]

[**322 {3059} a. Clinical Neuroscience: From Lab to Clinic to Public.**]

**323 {3013} b. Moral Development.** Spring 2013. Matthew Gingo.

Brings together the major theoretical approaches to moral reasoning and moral development, with a range of new lines of psychological investigation. Readings and discussion examine the fundamental issues of development, including how morality is acquired (origins), how it changes over time (sequence) and is expressed throughout the lifespan (ontogenesis), and the role of culture and context in moral development. The development of judgments relating to rights, justice, autonomy, as well as resistance and subversion serve as the central topics.

Prerequisites: **Psychology 210**, **251**, and **252**.

**328 {3030} b. Psychological Studies of Creativity.** Every spring. Paul E. Schaffner.

Explores the nature, origins, processes, and consequences of creative activity in the arts and sciences, in public affairs, and in daily living. Examines psychological processes that support creative thought and action by individuals and collaborative groups, and ways that sociocultural contexts stimulate, recognize, and sanction such work. Readings and seminar discussions address aspects of personality, aptitude, cognition, motivation, self-regulation, and psychopathology in relation to creativity; and the influences of family and education in developing and expressing creative potential.

Prerequisite: **Psychology 251** and **252**.

## Independent Study and Honors

**291–294 {2970–2973} b. Intermediate Independent Study in Psychology.** The Department.

**299 {2999} b. Intermediate Collaborative Study in Psychology.** The Department.

**401–404 {4000–4003} b. Advanced Independent Study and Honors in Psychology.** The Department.

**405 {4029} b. Advanced Collaborative Study in Psychology.** The Department.

## RELIGION

Jorunn J. Buckley, *Department Chair*

Lynn A. Brettler, *Department Coordinator*

*Professors:* Jorunn J. Buckley, John C. Holt (Asian Studies)

*Associate Professors:* Robert G. Morrison†, Elizabeth A. Pritchard

*Visiting Faculty:* Naseem K. Surhio

*Fellow:* David J. Howlett

The Department of Religion offers students opportunities to study the major religions of the world, East and West, ancient and modern, from a variety of academic viewpoints and without sectarian bias.

Each major is assigned a departmental advisor who assists the student in formulating a plan of study in religion and related courses in other departments. The advisor also provides counsel in career planning and graduate study.

### Requirements for the Major in Religion

The major consists of nine courses in religion, including two required courses—**Religion 101: Introduction to the Study of Religion** and **Religion 390: Theories about Religion**. For the seven remaining courses, four courses are to be taken at the 200 level, one in each of the following four designated areas: (1) Asian Religions, (2) Bible and Comparative Studies, (3) Christianity and Gender, and (4) Islam and Post-Biblical Judaism. Majors must also complete an additional 300-level course in religion and two electives, one of which may be a first year seminar and the other (or both) at the 100, 200, or 300 level.

In order to enroll in **Religion 390**, a major normally will be expected to have taken four of the nine required courses. This seminar is also open to qualified non-majors with permission of the instructor. In addition, candidates for honors complete a tenth course, advanced independent study, as part of their honors projects. (See below, “Honors in Religion.”) No more than one first-year seminar may be counted toward the major. No more than three courses taken at other colleges or universities will count toward the major. Courses that will count toward the major or minor must be taken on a graded basis (not Credit/D/Fail).

### Honors in Religion

Students contemplating honors candidacy should possess a record of distinction in departmental courses, including those that support the project, a clearly articulated and well-focused research proposal, and a high measure of motivation and scholarly maturity. At



the start of the fall semester of their senior year, honors candidates enroll in an advanced independent study with a faculty member who has agreed to supervise the project. If the proposal, due toward the end of the fall semester, is accepted, the student goes on to enroll in an advanced independent study for the spring semester in order to complete the project. Please see the religion website for more details.

### Requirements for the Minor in Religion

A minor consists of five courses—**Religion 101**, three courses at the 200 level or higher (among these three electives, at least one course shall be in Western religions and cultures and one in Asian religions and cultures), and **Religion 390**.

### First-Year Seminars

These introductory courses focus on the study of a specific aspect of religion, and may draw on other fields of learning. They are not intended as prerequisites for more advanced courses in the department unless specifically designated as such. They include readings, discussion, reports, and writing. Topics change from time to time to reflect emerging or debated issues in the study of religion. For a full description of first-year seminars, see pages 155–167.

[14 {1014} c. Heresy and Orthodoxy.]

[25 {1025} c. The Islamic Revolution of Iran.]

27 {1027} c. **Astral Religion in the Near East and Classical Antiquity.** Fall 2013. Robert Morrison.

### Introductory Courses

101 {1101} c - **ESD. Introduction to the Study of Religion.** Fall 2012. David Howlett. Spring 2013. Jorunn Buckley.

Basic concepts, methods, and issues in the study of religion, with special reference to examples comparing and contrasting Asian and Western religions. Lectures, films, discussions, and readings in a variety of texts such as scriptures, novels, and autobiographies, along with modern interpretations of religion in ancient and contemporary, Asian and Western contexts.

105 {1105} c. **Native American Religions: Continuity and Change.** Spring 2013. David Howlett.

A study of Native American religious experience in diverse contexts, from the American Southwest to the Great Plains and from the far Pacific Northwest to the American Southeast. Explores specific religious rituals practiced by groups like the Lakota, the Navajo, and the Yupik. Analyzes how historical experiences, such as cultural genocide, the dispossession of tribal lands, and the reclamation of traditions, have affected ritual practices over time. Additional topics include Native American struggles for religious freedom, Native American access to sacred spaces, Native Americans and Christianity, and the commodification of Native American spirituality.

116 {1116} c. **Christian Sexual Ethics.** Fall 2012. Elizabeth Pritchard.

An examination of the themes, varieties, and conflicts of Christian teachings and practices regarding sex and sexuality. Source materials include the Bible, historical analyses, Church dogmatics, legal cases, and ethnographic studies. Topics include celibacy and marriage, the development and status of sexual orientations, natural law, conversion therapy, reproductive

## COURSES OF INSTRUCTION

rights and technologies, and comparative religious ethics. (Same as **Gay and Lesbian Studies 116 {1116}** and **Gender and Women's Studies 117 {1117}**.)

**125 {1125} c - ESD, IP. Entering Modernity: European Jewry.** Fall 2012. Susan L. Tananbaum.

Explores Jewish life through the lenses of history, religion, and ethnicity and examines the processes by which governments and sections of the Jewish community attempted to incorporate Jews and Judaism into European society. Surveys social and economic transformations of Jews, cultural challenges of modernity, varieties of modern Jewish religious expression, political ideologies, the Holocaust, establishment of Israel, and American Jewry through primary and secondary sources, lectures, films, and class discussions. (Same as **History 125 {1180}**.)

**142 {1142} c. Philosophy of Religion.** Fall 2012. Scott Schon.

Does God exist? Can the existence of God be proven? Can it be disproven? Is it rational to believe in God? What does it *mean* to say that God exists (or does not exist)? What distinguishes religious beliefs from non-religious beliefs? What is the relation between religion and science? Approaches these and related questions through a variety of historical and contemporary sources, including philosophers, scientists, and theologians. (Same as **Philosophy 142 {1442}**.)

## Intermediate Courses

**Asian Religions (219–229 {2219–2229}), Bible and Comparative Studies (205 {2205}, 215 {2215}, 216 {2216}, 275 {2275}), Christianity and Gender (249–259 {2249–2259}), Islam and Post-Biblical Judaism (207 {2207}, 208 {2208}, 210 {2210}, 232 {2232}).**

**201 {2201} c - ESD, VPA. Black Women, Politics, Music, and the Divine.** Fall 2014. Judith Casselberry.

Seminar. Examines the convergence of politics and spirituality in the musical work of contemporary Black women singer-songwriters in the United States. Analyzes material that interrogates and articulates the intersections of gender, race, class, and sexuality, generated across a range of religious and spiritual terrains with African diasporic/Black Atlantic spiritual moorings, including Christianity, Islam, and Yoruba. Focuses on material that reveals a womanist (Black feminist) perspective by considering the ways resistant identities shape and are shaped by artistic production. Employs an interdisciplinary approach by incorporating ethnomusicology, anthropology, literature, history, and performance and social theory. Explores the work of Shirley Caesar, the Clark Sisters, Me'shell Ndegeocello, Abby Lincoln, Sweet Honey in the Rock, and Dianne Reeves, among others. (Same as **Africana Studies 201 {2201}**, **Gender and Women's Studies 207 {2207}**, and **Music 201 {2591}**.)

**202 {2202} c. Judaism in America.** Spring 2013. David Howlett.

An exploration of Judaism in the United States from colonial times to the present. Topics include the immigrant experience, suburbanization, mass consumption, transnational push and pull factors, sacred spaces, communal boundary maintenance strategies, gender and sexuality, the evolution of rituals and holy days, and divisions within Judaism. Readings include historical monographs, primary source documents, ethnographic accounts, and novels.

[**205 {2205} c. Evil in Religious Contexts.**]

[**207 {2207} c - ESD. Introduction to Judaism.**]

**208 {2208} c - IP. Islam.** Fall 2012. Naseem Surhio.

With an emphasis on primary sources, pursues major themes in Islamic civilization from the revelation of the Qur'an to Muhammad until the present. From philosophy to political Islam, and from mysticism to Muslims in America, explores the diversity of a rapidly growing religious tradition.

**209 {2209} c - ESD. Gender and Islam.** Spring 2013. Jorunn Buckley.

Explores categories for interpreting female symbolism in Islamic thought and practice, and women's religious, legal, and political status in Islam. Attention is given to statements about women in the Qur'an, as well as other traditional and current Islamic texts. Emphasis on analysis of gender in public versus private spheres, individual vs. society, Islamization vs. modernization/Westernization, and the placement/displacement of women in the traditionally male-dominated Islamic power structures. Students may find it helpful to have taken **Religion 208**, but it is not a prerequisite. (Same as **Gender and Women's Studies 206 {2209}**.)

**215 {2215} c - ESD. The Hebrew Bible in Its World.** Fall 2012. Jorunn Buckley.

Close readings of chosen texts in the Hebrew Bible (i.e., the Old Testament), with emphasis on its Near Eastern religious, cultural, and historical context. Attention is given to the Hebrew Bible's literary forerunners (from c. 4000 B.C.E. onwards) to its "successor," The Dead Sea Scrolls (c. 200 B.C.E. to 200 A.C.E.). Emphasis on creation and cosmologies, gods, and humans, hierarchies, politics, and rituals.

**[216 {2216} c - ESD. The New Testament in Its World.]**

**217 {2217} c - ESD. Gnosticism.** Fall 2012. Jorunn J. Buckley.

Gnosticism is a term for a certain "family" of religions in late antiquity. These religions are Bible-based, in most cases, but represent radical re-evaluations of Biblical teachings. Therefore, the religions furnished a real threat to Judaism and Christianity in the first Christian centuries, and almost all of them are now extinct. Furnishes an example (mainly from the world of the Hellenistic Middle East) of how and why opposition groups arise in religious contexts, what the issues and costs are, and how appeals to "sacred scripture" become an arena for power struggles, for the "right to correct interpretation."

**219 {2219} c. Religion and Fiction in Modern South Asia.** Spring 2013. John Holt.

A study of the Hindu and Buddhist religious cultures of modern South Asia as they have been imagined, represented, interpreted, and critiqued in the literary works of contemporary and modern South Asian writers of fiction and historical novels. (Same as **Asian Studies 219 {2550}**.)

**221 {2221} c - IP. Hindu Cultures.** Fall 2012. John Holt.

A consideration of various types of individual and communal religious practice and religious expression in Hindu tradition, including ancient ritual sacrifice, mysticism and yoga (meditation), dharma and karma (ethical and political significance), pilgrimage (as inward spiritual journey and outward ritual behavior), puja (worship of deities through seeing, hearing, chanting), rites of passage (birth, adolescence, marriage, and death), etc. Focuses on the nature of symbolic expression and behavior as these can be understood from indigenous theories of religious practice. **Religion 220** is recommended as a previous course. (Same as **Asian Studies 241 {2553}**.)

**222 {2222} c - ESD, IP. Theravada Buddhism.** Fall 2012. John Holt.

An examination of the major trajectories of Buddhist religious thought and practice as understood from a reading of primary and secondary texts drawn from the Theravada traditions of India, Sri Lanka, Thailand, and Burma. (Same as **Asian Studies 242 {2554}**.)

**223 {2223} c - IP. Mahayana Buddhism.** Spring Spring 2013. John Holt.

Studies the emergence of Mahayana Buddhist worldviews as reflected in primary sources of Indian, Chinese, and Japanese origins. Buddhist texts include the *Buddhacarita* ("Life of Buddha"), the *Sukhavati Vyuha* ("Discourse on the 'Pure Land'"), the *Vajracchedika Sutra* (the "Diamond-Cutter"), the *Prajnaparamitra-brdaya Sutra* ("Heart Sutra of the Perfection of Wisdom"), the *Saddharmapundarika Sutra* (the "Lotus Sutra"), and the *Platform Sutra of the Sixth Patriarch*, among others. (Same as **Asian Studies 223 {2551}**.)

**[232 {2232} c - IP. Approaches to the Qur'an.]**

**[237 {2237} c. Judaism Under Islam.]**

**[250 {2250} c. Modern Christian Thought.]**

**[251 {2251} c. Christianity.]**

**253 {2253} c - ESD. Gender, Body, and Religion.** Spring 2013. Elizabeth Pritchard.

A significant portion of religious texts and practices is devoted to the disciplining and gendering of bodies. Examines these disciplines including ascetic practices, dietary restrictions, sexual and purity regulations, and boundary maintenance between human and divine, public and private, and clergy and lay. Topics include desire and hunger, abortion, women-led religious movements, the power of submission, and the related intersections of race and class. Materials are drawn from Christianity, Judaism, Neopaganism, Voudou, and Buddhism. (Same as **Gender and Women's Studies 256 {2256}**.)

**259 {2259} c. Religious Toleration and Human Rights.** Spring 2013. Elizabeth Pritchard.

Is toleration a response to difference we cannot do without, or is it simply a strategy for producing religious subjectivities that are compliant with liberal political rule? Is toleration a virtue like forgiveness or a poor substitute for justice? Examines the relationship between early modern European arguments for toleration and the emergence of universal human rights as well as the continuing challenges that beset their mutual implementation. Some of these challenges include confronting the Christian presuppositions of liberal toleration, accommodating the right to religious freedom while safeguarding cultural diversity by prohibiting proselytism, and translating arguments for religious toleration to the case for nondiscrimination of sexual orientations and relationships. In addition to case studies and United Nation documents, readings include selections from Locke, Marx, Heyd, Walzer, Brown, Pellegrini, and Richards.

**271 {2271} c - ESD. Spirit Come Down: Black Women and Religion.** Spring 2014. Judith Casselberry.

Explores issues of self-representation, memory, material culture, embodiment, and civic and political engagement through autobiographical, historical, literary, anthropological, cinematic, and musical texts. Primarily focused on Christian denominations: Methodist, Baptist, and Pentecostal. Examines the religious lives of black women in nineteenth- and twentieth-century America. (Same as **Africana Studies 271 {2271}** and **Gender and Women's Studies 270 {2270}**.)

[275 {2275} b - ESD. Comparative Mystical Traditions.]

**289 {2289} c - IP. Construction of the Goddess and Deification of Women in Hindu Religious Tradition.** Fall 2013. Sree Padma Holt.

Focuses include (1) an examination of the manner in which the power of the feminine has been expressed mythologically and theologically in Hinduism; (2) how various categories of goddesses can be seen or not as the forms of the “great goddess”; and (3) how Hindu women have been deified, a process that implicates the relationship between the goddess and women. Students read a range of works, primary sources, biographies and myths of deified women, and recent scholarship on goddesses and deified women. (Same as **Asian Studies 289 {2501}** and **Gender and Women’s Studies 289 {2289}**.)

**291–294 {2970–2973} c. Intermediate Independent Study in Religion.** The Department.

**299 {2999} c. Intermediate Collaborative Study in Religion.** The Department.

### Advanced Courses

The following courses study in depth a topic of limited scope but major importance, such as one or two individuals, a movement, type, concept, problem, historical period, or theme. Topics change from time to time. **Religion 390** is required for majors, and normally presupposes that four of nine required courses have been taken.

[333 {3333} c. Islam and Science.]

[344 {3344} c. Religious Culture and Politics in Southeast Asia. (Same as **Asian Studies 344 {3550}** and **Government 393 {3900}**.)]

**390 {3390} c. Theories about Religion.** Fall 2012. Elizabeth A. Pritchard.

Seminar focused on how religion has been explained and interpreted from a variety of intellectual and academic perspectives from the sixteenth century to the present. In addition to a historical overview of religion’s interpretation and explanation, the focus also includes consideration of postmodern critiques and the problem of religion and violence in the contemporary world.

Prerequisite: **Religion 101**.

**401–404 {4000–4003} c. Advanced Independent Study and Honors in Religion.** The Department.

**405 {4029} c. Advanced Collaborative Study in Religion.** The Department.

## ROMANCE LANGUAGES

Elena Cueto Asín, *Department Chair*

Kate Flaherty, *Department Coordinator*

*Professor:* William C. VanderWolk

*Associate Professors:* Elena Cueto Asín, Charlotte Daniels, Katherine Dauge-Roth,

Gustavo Faverón Patriaúf, Arielle Saiberf, Hanétha Vété-Congolo, Enrique Yepesf

*Assistant Professors:* Margaret Boyle, Nadia V. Celis, Allison Cooperf, Carolyn Wolfenzon

*Senior Lecturers:* Anna Rein, Eugenia Wheelwright

*Lecturers:* Davida Gavioli, Janice Jaffe

*Visiting Faculty:* María Báez Marco, Jay Ketner

*Fellow:* Jonathan Combs-Schilling

*Teaching Fellows:* Elodie LeDuff, Gaetano Martire, Antoni Fernández Parera, Aurélien Piclin

The Department of Romance Languages offers courses in French, Italian, and Spanish language, literature, and culture. In addition to focusing on developing students' fluency in the languages, the department provides students with a broad understanding of the cultures and literatures of the French-speaking, Italian-speaking, and Spanish-speaking worlds through a curriculum designed to prepare students for teaching, international work, or graduate study. Native speakers are involved in most language courses. Unless otherwise indicated, all courses are conducted in the respective language.

### Study Abroad

A period of study in an appropriate country, usually in the junior year, is strongly encouraged for all students of language. Bowdoin College is affiliated with a wide range of excellent programs abroad, and interested students should seek the advice of a member of the department early in their sophomore year to select a program and to choose courses that complement the offerings at the College.

### Independent Study

This is an option primarily intended for students who are working on honors projects. It is also available to students who have taken advantage of the regular course offerings and wish to work more closely on a particular topic. Independent study is not an alternative to regular course work. An application should be made to a member of the department prior to the semester in which the project is to be undertaken and must involve a specific proposal in an area in which the student can already demonstrate knowledge.

### Honors in Romance Languages

Majors may elect to write an honors project in the department. This involves two semesters of independent study in the senior year and the writing of an honors essay and its defense before a committee of members of the department. Candidates for departmental honors must have an outstanding record in other courses in the department.

### Requirements for Majors in the Department of Romance Languages

Students may declare a major in French or in Spanish or in Romance languages (with courses in French, Italian, and Spanish). All majors are expected to achieve breadth in their knowledge of the French-, Italian-, and/or Spanish-speaking worlds by taking courses on the literatures

and cultures of these areas from their origins to the present. Students should also take complementary courses in study-away programs or in other departments and programs such as art history, Latin American studies, history, English, and Africana studies. The major consists of nine courses more advanced than **French 204** or **Spanish 204**.<sup>\*</sup> Students must achieve a grade of C- or higher in all prerequisite courses.

All majors in Spanish, French, and Romance languages will complete at least three 300-level courses. No more than two courses may be in independent study, and no fewer than five Bowdoin courses should be taken. Students who study abroad for one semester will receive a maximum of three credits toward the major. Those who study abroad for the academic year will receive a maximum of four credits toward the major.

### French Major Requirements

Nine courses higher than **French 204**<sup>\*</sup>, including:

1. At least two of the following five courses: **French 207** (same as **Africana Studies 207** and **Latin American Studies 206**) or **208** or the equivalent in study abroad; and **French 209, 210, or 211**, or the equivalent in study abroad.
2. Three courses at the 300 level, including **French 351** (senior seminar), if offered. At least two 300-level courses must be taken at Bowdoin.
3. Students are strongly encouraged to include courses dealing with all periods and several Francophone contexts.

*<sup>\*</sup>or eight courses higher than **204** for students beginning in **101, 102, or 203**.*

### Spanish Major Requirements

Nine courses higher than **Spanish 204**<sup>\*</sup>:

1. **Spanish 205** (same as **Latin American Studies 205**), **209** (same as **Latin American Studies 209**), and **210** (same as **Latin American Studies 210**).
2. Three courses at the 300 level—at least two 300-level courses must be taken at Bowdoin.
3. Students are strongly encouraged to include courses dealing with all periods and several Spanish-speaking contexts.

*<sup>\*</sup>or eight courses higher than **204** for students beginning in **101, 102, or 203**.*

### Romance Languages Major Requirements

Nine courses higher than **204**<sup>\*</sup> in at least two languages, including the corresponding requirements below:

1. **French 207** (same as **Africana Studies 207** and **Latin American Studies 206**) or **208** and **209, 210, or 211**, or the equivalent in study abroad
2. **Italian 205** and **208** or the equivalent in study abroad, if combining Spanish or French with Italian
3. **Spanish 209** (same as **Latin American Studies 209**) and **210** (same as **Latin American Studies 210**), or the equivalent in study abroad
4. Three courses at the 300 level. At least two 300-level courses must be taken at Bowdoin.<sup>°</sup>

*<sup>\*</sup>or eight courses higher than **204** for students beginning two languages in **101, 102, or 203**.*

<sup>°</sup>*Students whose major focus is French will take **French 351** (senior seminar), if offered, as one of the 300-level courses.*

## Requirements for Minors in Romance Languages

Students may declare a minor in French, Italian, or Spanish. The minor consists of at least three courses at Bowdoin in one language higher than **204**, including one 300-level course. The Italian minor may include one 200-level course from abroad; the 300-level course must be taken at Bowdoin. Courses taken abroad do not count for the French or Spanish minor.

### Placement

Entering first-year and transfer students who plan to take French, Italian, or Spanish must take the appropriate placement test, administered online during the summer. Students with questions regarding placement should speak with a faculty member in the department.

## FRENCH

### Introductory, Intermediate, and Advanced Courses

**101 {1101} c. Elementary French I.** Every fall. Fall 2012. Jay Ketner.

A study of the basic forms, structures, and vocabulary. Emphasis on listening comprehension and spoken French. Three class hours per week and one weekly conversation session with assistant, plus regular language laboratory assignments. Primarily open to first- and second-year students who have had two years or less of high school French. A limited number of spaces are available for juniors and seniors.

**102 {1102} c. Elementary French II.** Every spring. Spring 2013. Katherine Dauge-Roth.

A continuation of **French 101**. A study of the basic forms, structures, and vocabulary. Emphasis on listening comprehension and spoken French. During the second semester, more stress is placed on reading and writing. Three class hours per week and one weekly conversation session with assistant, plus regular language laboratory assignments.

Prerequisite: **French 101** or the equivalent.

**203 {2203} c. Intermediate French I.** Every fall. Fall 2012. Katherine Dauge-Roth and Hanétha Vété-Congolo.

A review of basic grammar, which is integrated into more complex patterns of written and spoken French. Short compositions and class discussions require active use of students' acquired knowledge of French. Three class hours per week and one weekly conversation session with teaching fellow.

Prerequisite: **French 102** or placement.

**204 {2204} c. Intermediate French II.** Every spring. Spring 2013. Charlotte Daniels, Jay Ketner, and Hanétha Vété-Congolo.

Continued development of oral and written skills; course focus shifts from grammar to reading. Short readings from French literature form the basis for the expansion of vocabulary and analytical skills. Active use of French in class discussions and conversation sessions with French assistants. Three class hours per week and one weekly conversation session with teaching fellow.

Prerequisite: **French 203** or placement.

**205 {2305} c. Advanced French through Film.** Every fall. Fall 2012. Charlotte Daniels and Katherine Dauge-Roth.

An introduction to film analysis. Conversation and composition based on a variety of contemporary French and Francophone films. Grammar review and frequent short papers.



Emphasis on student participation including short presentations and a variety of oral activities. Three hours per week plus one weekly viewing session for films and weekly conversation session with teaching fellow.

Prerequisite: **French 204** or placement.

**207 {2407} c - ESD, IP. Francophone Cultures.** Every fall. Fall 2012. Jay Ketner.

An introduction to the cultures of various French-speaking regions outside of France. Examines the history, politics, customs, cinema, literature, and the arts of the Francophone world, principally Africa and the Caribbean. (Same as **Africana Studies 207 {2407}** and **Latin American Studies 206 {2407}**.)

Prerequisite: **French 205** or higher, or permission of the instructor.

**208 {2408} c - ESD, IP. Contemporary France through the Media.** Every spring. Spring 2013. Charlotte Daniels.

An introduction to contemporary France through newspapers, magazines, television, music, and film. Emphasis is on enhancing communicative proficiency in French and increasing cultural understanding prior to study abroad in France.

Prerequisite: **French 205** or higher, or permission of the instructor.

**209 {2409} c - IP. Introduction to the Study and Criticism of Medieval and Early Modern French Literature.** Every fall. Fall 2012. Charlotte Daniels.

An introduction to the literary tradition of France from the Middle Ages to the French Revolution. Students are introduced to major authors and literary movements in their cultural and historical contexts.

Prerequisite: **French 205** or higher, or permission of the instructor.

**210 {2410} c - IP. Introduction to the Study and Criticism of Modern French Literature.** Every spring. Spring 2013. William VanderWolk.

Introduces students to the literary tradition of France from 1789 to the present. Focus on major authors and literary movements in historical and cultural context.

Prerequisite: **French 205** or higher, or permission of the instructor.

**211 {2411} c - ESD, IP. Introduction to the Study and Criticism of Francophone Literature.** Every spring. Spring 2013. Hanétha Vété-Congolo.

Introduces students to the literary tradition of the contemporary Francophone world. Focuses on major authors and literary movements in historical and cultural context. (Same as **Africana Studies 209 {2411}** and **Latin American Studies 213 {2211}**.)

Prerequisite: **French 205** or higher, or permission of the instructor.

**309–329 {3000–3999}. Topics in French and Francophone Literature.** Every year. The Department.

Designed to provide students who have a basic knowledge of literature in French the opportunity to study more closely an author, a genre, or a period.

[**312 {3205} c. Urban Fictions in Québec Literature: The City as a Space of (Quiet) Revolution.**]

[**316 {3204} c. French Theater Production.**]

**[317 {3209} c. Childhood Memories: Reflections on Self and Home in the Postcolonial Francophone Caribbean.** (Same as **Africana Studies 317 {3317}** and **Latin American Studies 317 {3217}**.)]

**321 {3202} c. Resistance, Revolt, and Revolution.** Fall 2012. William VanderWolk.

Examines historical images of revolt in France, as seen in literature and film from 1789 to 1968. Also short readings in political, historical, and philosophical texts. Authors to be studied include Hugo, Zola, Sartre, Vercors, Triolet and Aragon.

Prerequisite: Two of the following: **French 207** (same as **Africana Studies 207** and **Latin American Studies 206**) or **208**; **French 209, 210, or 211**; one 300-level course in French; or permission of the instructor.

**322 {3201} c. Voices of Women, Voices of the People.** Fall 2012. Hanétha Vété-Congolo.

Focuses on texts written by women from former West African and Caribbean French colonies. Themes treated—womanhood, colonization, slavery, individual and collective identity, relationships between men and women, independence, tradition, modernism, and alienation—are approached from historical, anthropological, political, social, and ideological perspectives. Readings by Mariama Bâ, Aminata Sow Fall (Sénégal); Maryse Condé, Gisèle Pineau, Simone Schwartz-Bart (Guadeloupe); Ina Césaire, Suzanne Dracius (Martinique); and Marie Chauvet and Jan J. Dominique (Haïti). (Same as **Africana Studies 321 {3201}**, **Gender and Women's Studies 323 {3323}**, and **Latin American Studies 322 {3222}**.)

Prerequisite: Two of the following: **French 207** (same as **Africana Studies 207** and **Latin American Studies 206**) or **208**; **French 209, 210, or 211**; one 300-level course in French; or permission of the instructor.

**[323 {3203} c. Murder, Monsters, and Mayhem: The *fait divers* in Literature and Film.]**

**326 {3206} c. Body Language: Writing Corporeality in France.** Spring 2013. Katherine Dauge-Roth.

Analysis of texts and images from early modern literary, philosophical, medical, ecclesiastical, and artistic sources from the sixteenth through eighteenth centuries, as well as of modern film, Web, and textual media, allows students to explore the conflicting roles of early modern bodies through several themes: birth and death, medicine and hygiene, gender and sexuality, social class, race, monstrosity, Catholic and Protestant visions of the body, the royal body, the body politic. Thoughtful comparison and examination of the meanings of the body today encouraged throughout. Conducted in French.

Prerequisite: Two of the following: **French 207** or **208**, **French 209** or **210**, one 300-level course in French; or permission of the instructor.

**[327 {3207} c. Love, Letters, and Lies.]**

**328 {3208} c. Wanderings and Displacements: Shifting Identities in Nineteenth-Century French Literature.** Spring 2013. Jay Ketner.

Examines mass migration of people and groups in nineteenth-century French literature in order to understand identity in relation to movement and shifts. Through motifs of arrival and departure, nomadism and sedentarism, flânerie, and travel, studies the effects of mass migration and profound social changes on both individual subjects and larger groups. Authors may include Balzac, Stendhal, Lamartine, Mallarmé, Baudelaire, Gide, Colette.

Prerequisite: Two of the following: **French 207** (same as **Africana Studies 207** and **Latin**

**American Studies 206**) or **208**; **French 209, 210, or 211**; one 300-level course in French; or permission of the instructor.

[351 {3299} c. **Senior Seminar for French Majors.**]

**401–404 {4000–4003} c. Independent Study and Honors in French.** The Department.

**405 {4029} c. Collaborative Study in French.** The Department.

## ITALIAN

**101 {1101} c. Elementary Italian I.** Every fall. Fall 2012. Anna Rein.

Three class hours per week, plus weekly drill sessions and language laboratory assignments. Study of the basic forms, structures, and vocabulary. Emphasis is on listening comprehension and spoken Italian.

**102 {1102} c. Elementary Italian II.** Every spring. Spring 2013. Jonathan Combs-Schilling and Davida Gavioli.

Continuation of **Italian 101**. Three class hours per week, plus weekly drill sessions and language laboratory assignments. Study of the basic forms, structures, and vocabulary. More attention is paid to reading and writing.

Prerequisite: **Italian 101** or the equivalent.

**103 {1103} c. Accelerated Elementary Italian.** Spring 2013. Anna Rein.

Three class hours per week, plus one hour of weekly drill and conversation sessions with a teaching fellow. Covers in one semester what is covered in two-semesters in the **101–102** sequence. Study of the basic forms, structures, and vocabulary. Emphasis on listening comprehension and spoken Italian. For students with an advanced knowledge of a Romance language or by permission of instructor.

Prerequisite: Placement into **French 205** or higher, or **Spanish 205** or higher, or permission of the instructor.

**203 {2203} c. Intermediate Italian I.** Every fall. Fall 2012. Davida Gavioli.

Three class hours per week and one weekly conversation session with assistant. Aims to increase fluency in both spoken and written Italian. Grammar fundamentals are reviewed. Class conversation and written assignments are based on contemporary texts of literary and social interest.

Prerequisite: **Italian 102** or placement.

**204 {2204} c. Intermediate Italian II.** Every spring. Spring 2013. Anna Rein.

Three class hours per week and one weekly conversation session with assistant. Aims to increase fluency in both spoken and written Italian. Grammar fundamentals are reviewed. Class conversation and written assignments are based on contemporary texts of literary and social interest.

Prerequisite: **Italian 203** or placement.

**205 {2305} c. Advanced Italian I.** Every fall. Fall 2012. Jonathan Combs-Schilling.

Strengthens fluency in reading, writing, and speaking through an introduction to contemporary Italian society and culture. An advanced grammar review is paired with a variety of journalistic

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and literary texts, visual media, and a novel. Conducted in Italian.

Prerequisite: **Italian 204** or placement.

**208 {2408} c - IP. Introduction to Contemporary Italy: Dalla Marcia alla Vespa.** Spring 2013. Davida Gavioli.

In the recent past, Italy has experienced violent political, economic, and cultural changes. In short succession, it experienced Fascist dictatorship, the Second World War, the Holocaust, and Civil War, a passage from Monarchy to Republic, a transformation from a peasant existence to an industrialized society, giving rise to a revolution in cinema, fashion, and transportation. How did all this happen? Who were the people behind these events? What effect did they have on everyday life? Answers these questions, exploring the history and the culture of Italy from Fascism to contemporary Italy, passing through the economic boom, the “Years of Lead,” and the Mafia. Students have the opportunity to “relive” the events of the twentieth century, assuming the identity of real-life men and women. Along with historical and cultural information, students read newspaper articles, letters, excerpts from novels and short stories from authors such as Calvino, Levi, Ginzburg, and others, and see films by directors like Scola, Taviani, De Sica, and Giordana.

Prerequisite: **Italian 205** or permission of the instructor.

[222 {2522} c. Dante’s *Divine Comedy*.]

**225 {2525} c - IP. Italians at Sea: Exploration, Love, and Disaster from the Mediterranean to the Seven Seas.** Spring 2013. Jonathan Combs-Schilling.

The sea has always served as a venue for human daring and a reservoir for tales of the human condition. From shipwrecks to melting icecaps, it is also a potent symbol of the precariousness of our existence. Italy’s cultural production serves as a case study through which to explore the seascape in its many forms: a horizon of desire, a space for cross-cultural encounters, a reflection of our stewardship of the “blue planet.” Topics include fictional and real accounts, through various media, of the Mediterranean and its inhabitants from antiquity to the present (the merchants of Boccaccio, the monsters of Ariosto, the haunting shores of Montale), Italian navigators such as Marco Polo and Columbus, and issues of colonialism, immigration, and environmental degradation. (Same as **Environmental Studies 248 {2480}**.)

**[309 {3009} c. Introduction to the Study and Criticism of Medieval and Early Modern Italian Literature.]**

**310 {3010} c. Women of Invention: Contemporary Women’s Writing in Italian.** Fall 2012. Davida Gavioli.

Focuses on the development of narrative and theatrical prose written by women in Italy over the course of the twentieth century, and on the cultural and social issues raised by their narratives in the context of the dramatic changes that the country was undergoing. These works lead us progressively through an examination of Italy at the turn of the century, of the image of the ideal female created during the fascist era, of the condition of women in postwar Italy, of the dramatic impact that the feminist movement had on women writing in the 1960s and 1970s and, finally, on the experimentation in theme, style, and technique that has marked the most recent generation of women writers. Students encouraged to reflect on the relationship between literature written by women and the social and cultural context in which it is produced. Readings include novels and short stories by, among others, Sibilla Aleramo, Natalia Ginzburg, Alba de Cespedes, Dacia Maraini, Susanna Tamaro, and the theatre of Franca Rame.

Prerequisite: **Italian 208** or permission of the instructor.

[311 {3011} c. “Now a Major Motion Picture!”: Cinema and Modern Literature in Italy.]

[314 {3014} c. Renaissance Italian Theater.]

[318 {3018} c. From Rimini to Gomorra: Times of Renewal in Contemporary Italian Literature.]

[320 {3020} c. Dante’s *Commedia*.]

**327 {3207} c - IP. Italians at Sea: Exploration, Love, and Disaster from the Mediterranean to the Seven Seas.** Spring 2013. Jonathan Combs-Schilling.

The sea has always served as a venue for human daring and a reservoir for tales of the human condition. From shipwrecks to melting icecaps, it is also a potent symbol of the precariousness of our existence. Italy’s cultural production serves as a case study through which to explore the seascape in its many forms: a horizon of desire, a space for cross-cultural encounters, a reflection of our stewardship of the “blue planet.” Topics include fictional and real accounts, through various media, of the Mediterranean and its inhabitants from antiquity to the present (the merchants of Boccaccio, the monsters of Ariosto, the haunting shores of Montale), Italian navigators such as Marco Polo and Columbus, and issues of colonialism, immigration, and environmental degradation. For students with an Italian minor or Romance language major; all work will be done in Italian, and an extra weekly one-hour meeting will be used to discuss materials in Italian.

Prerequisite: **Italian 208** or permission of the instructor.

**401–404 {4000–4003} c. Independent Study in Italian.** The Department.

**405 {4029} c. Collaborative Study in Italian.** The Department.

## SPANISH

**101 {1101} c. Elementary Spanish I.** Every fall. Fall 2012. María Báez Marco.

An introduction to the grammar of Spanish, aiming at comprehension, reading, writing, and simple conversation. Emphasis is on grammar structure, with frequent oral drills. **Spanish 101** is primarily open to first- and second-year students, with a limited number of spaces available for juniors and seniors who have had less than one year of high school Spanish.

**102 {1102} c. Elementary Spanish II.** Every spring. Spring 2013. Genie Wheelwright.

Three class hours per week and weekly conversation sessions with assistant, plus laboratory assignments. An introduction to the grammar of Spanish, aiming at comprehension, reading, writing, and simple conversation. More attention is paid to reading and writing.

Prerequisite: **Spanish 101** or the equivalent.

**203 {2203} c. Intermediate Spanish I.** Every fall. Fall 2012. Genie Wheelwright.

Three class hours per week and one weekly conversation session with the teaching assistant. Grammar fundamentals are reviewed. Class conversation and written assignments are based on readings in modern literature.

Prerequisite: **Spanish 102** or placement.

**204 {2204} c. Intermediate Spanish II.** Fall 2012 and Spring 2013. María Báez Marco.

Three class hours per week and one weekly conversation session with the assistant. Grammar

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fundamentals are reviewed. Class conversation and written assignments are based on readings in modern literature.

Prerequisite: **Spanish 203** or placement.

**205 {2305} c. Advanced Spanish.** Every semester. Fall 2012. Margaret Boyle and Nadia Celis. Spring 2013. María Báez Marco.

The study of topics in the political and cultural history of the Spanish-speaking world in twentieth century, together with an advanced grammar review. Covers a variety of texts and media and is designed to increase written and oral proficiency, as well as appreciation of the intellectual and artistic traditions of Spain and Latin America. Foundational course for the major. Three class hours per week and one weekly conversation session with assistant. (Same as **Latin American Studies 205 {2205}**.)

Prerequisite: **Spanish 204** or placement.

**209 {2409} c - IP. Introduction to Hispanic Studies: Poetry and Theater.** Every semester. Fall 2012. Elena Cueto Asín. Spring 2013. Margaret Boyle and Elena Cueto Asín.

A chronological introduction to the cultural production of the Spanish-speaking world from pre-Columbian times to the present, with particular emphasis on the analysis of poetry and theater. Examines major literary works and movements in their historical and cultural context. One weekly workshop with assistant in addition to class time. Conducted in Spanish. (Same as **Latin American Studies 209 {2409}**.)

Prerequisite: **Spanish 205** (same as **Latin American Studies 205**) or permission of the instructor.

**210 {2410} c - IP. Introduction to Hispanic Studies: Essay and Narrative.** Every semester. Fall 2012. Carolyn Wolfenzon. Spring 2013. Nadia Celis.

A chronological introduction to the cultural production of the Spanish-speaking world from pre-Columbian times to the present, with particular emphasis on the analysis of essay and narrative. Examines major literary works and movements in their historical and cultural context. (Same as **Latin American Studies 210 {2410}**.)

Prerequisite: **Spanish 205** (same as **Latin American Studies 205**) or permission of the instructor.

**250 {2505} c. The Making of a Race: Latino Fictions.** Fall 2012. Nadia V. Celis.

Explores the creation, representation and marketing of U.S. Latino/a identities in American literature and popular culture from the 1960s. Focuses on the experience of artists and writers of Puerto Rican, Cuban, and Dominican origin, their negotiations with notions of race, class, gender, and sexuality in the United States, their role in the struggle for social rights, in cultural translation, and in the marketing of ethnic identities, as portrayed in a variety of works ranging from movies and songs to poetry and narrative. Authors include Pietri, Blades, Álvarez, Hijuelos, Braschi, Ovejás, Díaz, and Quiñones. Readings and writing in English, discussions in Spanish. Spanish speaking skills required. (Same as **Latin American Studies 250 {2005}**.)

**301–309 {3000–3099}. Topics in Hispanic Cultures.** Every year. The Department.

Designed to provide advanced students with an understanding of cultural developments and debates in specific regions of the Spanish-speaking world. Conducted in Spanish.

[**301 {3001} c. Contemporary Spain: Diversity, Tradition, Change.**]

[302 {3002} c. **The Idea of Latin America.** (Same as **Latin American Studies 302 {3202}.**)]

[303 {3003} c. **Conquest and Resistance in Latin America.** (Same as **Latin American Studies 303 {3203}.**)]

[304 {3004} c. **Dress and Body Politics in Latin America.** (Same as **Latin American Studies 304 {3204}.**)]

**305 {3005} c. The Making of a Race: Latino Fictions.** Fall 2012. Nadia V. Celis.

Explores the creation, representation and marketing of U.S. Latino/a identities in American literature and popular culture from the 1960s. Focuses on the experience of artists and writers of Puerto Rican, Cuban, and Dominican origin, their negotiations with notions of race, class, gender, and sexuality in the United States, their role in the struggle for social rights, in cultural translation, and in the marketing of ethnic identities, as portrayed in a variety of works ranging from movies and songs to poetry and narrative. Authors include Pietri, Blades, Álvarez, Hijuelos, Braschi, Ovejas, Díaz, and Quiñones. Readings in English, discussions and writing in Spanish. (Same as **Latin American Studies 305 {3005}.**)

Prerequisite: Prerequisite: **Spanish 209** (same as **Latin American Studies 209**) or **210** (same as **Latin American Studies 210**).

**310–349 {3100-3999}. Topics in Hispanic Literary and Cultural Studies.** Every year. The Department.

Designed to provide advanced students with the opportunity to deepen the study of specific aspects of the cultural production from the Spanish-speaking world with particular emphasis on literary analysis. Conducted in Spanish.

**318 {3218} c. A Journey around Macondo: García Márquez and His Contemporaries.** Spring 2013. Nadia V. Celis.

Studies the main topics, techniques, and contributions of Colombian Nobel Prize winner Gabriel García Márquez as presented in *One Hundred Years of Solitude*. Explores the actual locations, social, cultural, and literary trends that inspired the creation of Macondo, the so-called “village of the world” where the novel takes place, and the universal themes to which this imaginary town relates. Contemporary authors include Fuenmayor, Cepeda Samudio, and Rojas Herazo. (Same as **Latin American Studies 318 {3218}.**)

Prerequisite: Two of the following: **Spanish 209** (same as **Latin American Studies 209**), **210** (same as **Latin American Studies 210**), **310** or higher; or permission of the instructor.

[320 {3220} c. **Beyond the Postcard: The Hispanic Caribbean.** (Same as **Africana Studies 320 {3320}** and **Latin American Studies 320 {3220}.**)]

**321 {3201} c. Andean Modernities.** Fall 2012. Carolyn Wolfenzon.

Through the discussion of essays, novels, short stories, and films, explores the different ways in which Andean nations have dealt with processes of social, political, and cultural modernization. Focuses on how literature and the arts have represented, responded, and contributed to those processes, since the late nineteenth century until the present day, through local reelaborations of modernist, avant-garde, and postmodernist aesthetics. Readings include works by Peruvian authors Clorinda Matto de Turner, César Vallejo, and Mario Vargas Llosa; Bolivians like Hilda Mundy and Jaime Sáenz; and Ecuadorians like Pablo Palacio and Jorge Enrique Adoum. Addresses the issue of migration and the reconfigurations of Andean identities in the United States, through the works of Bolivian



author Edmundo Paz Soldán and the Ecuadorian-American writer Ernesto Quiñonez. (Same as **Latin American Studies 330 {3201}.**)

Prerequisite: Two of the following: **Spanish 209** (same as **Latin American Studies 209**), **210** (same as **Latin American Studies 210**), **310** or higher; or permission of the instructor.

**324 {3224} c. Twentieth-Century Spanish Theater.** Fall 2012. Elena Cueto Asín.

Examines works by Spanish playwrights of the twentieth century in light of the innovations of the Avant-Garde movements of the 1920s and 1930s, the limitations imposed by censorship under the Franco dictatorship, and the plurality of voices that emerges during the present democratic period. The study of plays by García Lorca, Buero Vallejo, Arrabal, Diosdado, and others tracks the evolution of the experimental qualities of the theater, as well as gives special attention to the ways in which political and historical discourses are adapted for the stage. Part of the course includes recitation of scenes.

Prerequisite: Two of the following: **Spanish 209** (same as **Latin American Studies 209**), **210** (same as **Latin American Studies 210**), **310** or higher; or permission of the instructor.

**327 {3127} c. Reading Spanish Film.** Spring 2013. Elena Cueto Asín.

A panoramic study of the film traditions of Spain from their origins in 1896 to the most recent trends, including directors from Luis Buñuel to Pedro Almodóvar. Narrative notions of film semiotics applied to read Spanish film as literary and artistic manifestations of tendencies such as surrealism, social realism, tremendism, etc., and in connection with political and social phases of modern history of Spain (the Republic, the Civil War, the Franco regime, and the transition to democracy). Attendance at weekly film screenings required.

Prerequisite: Two of the following: **Spanish 209** (same as **Latin American Studies 209**), **210** (same as **Latin American Studies 210**), **310** or higher; or permission of the instructor.

**[328 {3228} c. Don Quijote.]**

**[329 {3229} c. Short Cuts: The Latin American Nouvelle.** (Same as **Latin American Studies 329 {3229}.**)]

**[332 {3232} c. Poetry and Social Activism in Latin America.** (Same as **Latin American Studies 332 {3232}.**)]

**[336 {3236} c. Reading Images: Intersections of Art, Film, and Literature in Contemporary Latin America.** (Same as **Latin American Studies 336 {3236}.**)]

**[337 {3237} c. Hispanic Short Story.** (Same as **Latin American Studies 337 {3237}.**)]

**[339 {3239} c. Borges and the Borgesian.** (Same as **Latin American Studies 339 {3239}.**)]

**[341 {3241} c. Colonial Experience and Post-colonial Perspectives.** (Same as **Latin American Studies 341 {3241}.**)]

**[343 {3243} c. Imaginary Cities/Real Cities in Latin America.** (Same as **Latin American Studies 343 {3243}.**)]

**[345 {3245} c. Ecological Thought in Latin American Literature.** (Same as **Environmental Studies 285 {2485}** and **Latin American Studies 345 {3245}.**)]

**347 {3247} c. Translating Cultures.** Fall 2012. Janice Jaffe.

Far beyond the linguistic exercise of converting words from one language to another, translation is an art that engages the practitioner in cultural, political and aesthetic questions. How does translation influence national identity? What are the limits of translation? Can



culture be translated? How does gender affect translation? Students explore these questions and develop strategies and techniques through translating texts from a variety of cultural contexts and literary and non-literary genres. Also explores ethics and techniques of interpreting between Spanish and English in different fields. (Same as **Latin American Studies 347 {3247}**.)

Prerequisite: Two of the following: **Spanish 209** (same as **Latin American Studies 209**), **210** (same as **Latin American Studies 210**), **310** or higher; or permission of the instructor.

[**348 {3248}** c. **The Others: The Nineteenth-Century Latin American Novel**. (Same as **Latin American Studies 348 {3248}**.)]

**401–404 {4000–4003}** c. **Independent Study and Honors in Spanish**. The Department.

**405 {4029}** c. **Collaborative Study in Spanish**. The Department.

## RUSSIAN

Raymond H. Miller, *Department Chair*

Kate Flaherty, *Department Coordinator*

*Associate Professor:* Raymond H. Miller

*Fellow:* Kristina Toland

*Visiting Faculty:* Michael Klimov

### Requirements for the Major in Russian Language and Literature

The Russian major consists of ten courses (eleven for honors). These include **Russian 101**, **102**, **203**, and **204**; four courses in Russian higher than **Russian 204**; and two approved courses in either Russian literature in translation or Eurasian/East European culture, or approved related courses in government, history, or economics (e.g., **History 218**, **The History of Russia, 1825–1936**).

### Interdisciplinary Major

The department participates in an interdisciplinary major in Eurasian and East European studies. See pages 220–222.

### Study Abroad

Students are encouraged to spend at least one semester in Russia. There are several approved summer and one-semester Russian-language programs in Moscow, St. Petersburg, Irkutsk, and other cities that are open to all students who have taken the equivalent of two or three years of Russian. Programs should be discussed with the Russian department. Students returning from study abroad will be expected to take two courses in the department unless exceptions are granted by the chair. Two of the four semester credits from a one-semester study abroad program may be counted toward both the Eurasian and East European major and the Russian major; four credits may be counted toward a Russian major from a year-long program.

### Advanced Independent Study

This is an option intended for students who wish to work on honors projects or who have taken advantage of all the available regular course offerings and wish to work more closely on a particular topic already studied. Independent study is not an alternative to regular course work.

## COURSES OF INSTRUCTION

Application should be made to a member of the department prior to the semester in which the project is to be undertaken and must involve a specific proposal in an area in which the student can already demonstrate basic knowledge. Two semesters of advanced independent studies are required for honors in Russian. Petition for an honors project must be made in the spring of the junior year.

### Requirements for the Minor in Russian

The minor consists of seven courses (including the first two years of Russian).

### Courses Taught in English Translation

The department offers courses in English that focus on Russian history, literature, and culture. These may be taken by non-majors and include a series of 200-level courses: **Russian 220–251**.

### First-Year Seminars

For a full description of first-year seminars, see pages 155–167.

**22 {1022} c. “It Happens Rarely, Maybe, but It Does Happen”—Fantasy and Satire in East Central Europe.** Every other fall. Fall 2012. Raymond Miller.

### Courses in Russian for Majors and Minors

**101 {1101} c. Elementary Russian I.** Every fall. Fall 2012. Michael Klimov.

Emphasis on the acquisition of language skills through imitation and repetition of basic language patterns; multimedia material (seeing and making short film clips); the development of facility in speaking through interactive dialogues and understanding simple Russian. Conversation hour with native speaker.

**102 {1102} c. Elementary Russian II.** Spring 2013. Michael Klimov.

Continuation of **Russian 101**. Emphasis on the acquisition of language skills through imitation and repetition of basic language patterns; multimedia material (seeing and making short film clips); the development of facility in speaking through interactive dialogues and understanding simple Russian. Conversation hour with native speaker.

Prerequisite: **Russian 101** or permission of the instructor.

**203 {2203} c. Intermediate Russian I.** Every fall. Fall 2012. Raymond Miller.

A continuation of **Russian 101, 102**. Emphasis on maintaining and improving the student's facility in speaking and understanding normal conversational Russian. Writing and reading skills are also stressed. Conversation hour with native speaker.

Prerequisite: **Russian 102** or permission of the instructor.

**204 {2204} c. Intermediate Russian II.** Spring 2013. Raymond Miller.

A continuation of **Russian 203**. Emphasis on maintaining and improving the student's facility in speaking and understanding normal conversational Russian. Writing and reading skills are also stressed. Conversation hour with native speaker.

Prerequisite: **Russian 203** or permission of the instructor.

**291–294 {2970–2973} c. Intermediate Independent Study in Russian.** The Department.

Prerequisite: **Russian 305** and permission of the instructor.

**299 {2999} c. Intermediate Collaborative Study in Russian.** The Department.

Upon demand, this course may be conducted as a small seminar for several students in areas not covered in the above courses (e.g., the Russian media or intensive language study).

Prerequisite: **Russian 305** and permission of the instructor.

**305 {3055} c. Advanced Reading and Composition in Russian.** Every fall. Fall 2012. Raymond Miller.

Intended to develop the ability to read Russian at a sophisticated level by combining selected language and literature readings, grammar review, and study of Russian word formation. Discussion and reports in Russian. Conversation hour with native speaker.

Prerequisite: **Russian 204** or permission of the instructor.

**307 {3077} c. Russian Folk Culture.** Every other year. Spring 2014. Raymond Miller.

A study of Russian folk culture: folk tales, fairy tales, legends, and traditional oral verse, as well as the development of folk motives in the work of modern writers. Special emphasis on Indo-European and Common Slavic background. Reading and discussion in Russian. Short papers.

Prerequisite: **Russian 305** or permission of the instructor.

**309 {3099} c. Nineteenth-Century Russian Literature.** Fall 2012. Kristina Toland.

A survey of Russian prose of the nineteenth century. Special attention paid to the development of Russian realism. Writers include Pushkin, Lermontov, Gogol', Turgenev, Dostoevsky, and Tolstoy.

Prerequisite: **Russian 305** or permission of the instructor.

**310 {3100} c. Modern Russian Literature.** Every other spring. Spring 2013. The Department.

An introduction to twentieth-century Russian literature from Symbolism to Postmodernism. Reading of poetry by Blok, Akhmatova, Mayakovsky, Evtushenko, and Okudzhava, along with short prose by Zamiatin, Babel, Zoshchenko, Kharms, Shalamov, Aksenov, Shukshin, Petrushevskaya, Tolstaya, Ulitskaya, Sadur, and Pelevin. Close readings of the assigned works are viewed alongside other artistic texts and cultural phenomena, including the bard song, film, conceptual and sots-art, and rock- and pop-music.

Prerequisite: **Russian 305** or permission of the instructor.

**316 {3166} c. Russian Poetry.** Fall 2013. The Department.

Examines various nineteenth- and twentieth-century Russian poets, including Pushkin, Lermontov, Blok, and Mayakovsky. Earlier history of Russian verse is also discussed. Includes study of Russian poetics and the cultural-historical context of each poet's work. Reading and discussion are in Russian. Short papers.

Prerequisite: **Russian 305**, or permission of the instructor.

**401–404 {4000–4003} c. Advanced Independent Study and Honors in Russian.** The Department.

Individual research in Russian studies. Major sources should be read in Russian. A two-semester project is necessary for honors in Russian.

Prerequisite: One course in Russian higher than **305** and permission of the instructor.

**405 {4029} c. Advanced Collaborative Study in Russian.** The Department.

Prerequisite: One course in Russian higher than **305** and permission of the instructor.

IN ENGLISH TRANSLATION

**216 {2216} c - IP. Birth of the Modern: Romanticism in East-Central Europe, 1790–1848.**

Spring 2014. Raymond Miller.

Explores the impact of the Romantic movement in Europe east of Germany. Topics and themes include the discovery of national history and folk culture; the cult of the poet and the creation of “national” literatures; Pan-Slavism and the birth of Romantic nationalism among the Slavic peoples. Special emphasis on the problematic reception of Romanticism in Russia, and the connection there between Romantic literature and the development of the realist novel after 1848. Authors include Alexander Pushkin, Mikhail Lermontov, Nikolai Gogol, Fyodor Dostoevsky, Adam Mickiewicz, and other writers from Serbia, Croatia, Slovenia, and Ukraine.

**220 {2220} c - IP. Nineteenth-Century Russian Literature.** Every other fall. Fall 2013.

Raymond Miller.

Traces the development of Russian realism and the Russian novel in the context of contemporary intellectual history. Specific topics include the Russian response to Romanticism; the rejection of Romanticism in favor of the “realistic” exposure of Russia’s social ills; Russian nationalism and literary Orientalism; the portrayal of women and their role in Russian society; the reflection of contemporary political controversies in Russian writing. Authors include Pushkin, Gogol, Lermontov, Belinsky, Turgenev, Dostoevsky, and Tolstoy. Russian majors are required to do some reading in Russian.

**221 {2221} c - IP, VPA. Soviet Worker Bees, Revolution, and Red Love in Russian Film.**

Fall 2012. Kristina Toland.

Explores twentieth-century Russian society through critical analysis of film, art, architecture, music, and literature. Topics include scientific utopias, eternal revolution, individual freedom versus collectivism, conflict between the intelligentsia and the common man, the “new Soviet woman,” nationalism, the thaw and double think, stagnation of the 1970s, post-glasnost sexual liberation, and black hole post-soviet film. Works of Eisenstein, Vertov, Pudovkin, Tarkovsky, Kandinsky, Chagall, Mayakovsky, Bulgakov, Pasternak, Brodsky, Akhmatova, Solzhenitsyn, Petrushevskaya, and Tolstaya. Weekly film viewings. Russian majors are required to do some reading in Russian. (Same as **Gender and Women’s Studies 220 {2510}**.)

*Note:* May be counted towards a minor in film studies.

**223 {2223} c. Dostoevsky and the Novel.** Spring 2013. Raymond Miller.

Examines Fyodor Dostoevsky’s later novels. Studies the author’s unique brand of realism (“fantastic realism,” “realism of a higher order”), which explores the depths of human psychology and spirituality. Emphasis on the anti-Western, anti-materialist bias of Dostoevsky’s quest for meaning in a world growing increasingly unstable, violent, and cynical. Special attention is given to the author’s treatment of urban poverty and the place of women in Russian society. (Same as **Gender and Women’s Studies 221 {2221}**.)

**251 {2251} c - IP, VPA. Russia’s “Others”: North Caucasus, Siberia, and Central Asia through Film and Literature.** Spring 2013. The Department.

Films, music, short stories, folklore, and art are analyzed for the construction of national

identity of Asian peoples from the Caucasus to the Siberian Bering Straits—Russia and the Former Central Asia (the “stans” and Mongolia). Themes: Multicultural conflicts along the Silk Road, the transit zone linking West to East. Changing roles of Asian women as cornerstone for nations. Survival and role of indigenous peoples in solving cultural, economic, and geopolitical issues facing the twenty-first century. Arrival of “outsiders”: from early traders and Siberian settlers to exiled convicts; from early conquerors to despotic Bolshevik rulers, from Genghis Khan to Stalin. Impact of Soviet collectivization, industrialization, and modernism on traditional beliefs, the environment, subsistence indigenous cultures, and Eastern spiritualities (Islam, shamanism). Questions how film and literature both tell and shape the story of “nations.” Films include S. Bodrov’s *Prisoner of the Mountains (Caucasus)* and *Mongol*; V. Pudovskin’s *Storm Over Asia*, A. Kurosawa’s *Dersu Uzala*, N. Mikhalkov’s *Close to Eden*, A. Konchalovsky’s *Siberiade*, G. Omarova’s *Schizø*. (Same as **Gender and Women’s Studies 243**.)

*Note:* May be counted towards a minor in film studies.

## SOCIOLOGY AND ANTHROPOLOGY

Susan Kaplan, *Department Chair*

Lori A. Brackett, *Department Coordinator*

*Professors:* Susan E. Bell†, Sara A. Dickey, Scott MacEachern†, Nancy E. Riley\*\*

*Associate Professors:* Susan A. Kaplan, Krista E. Van Vleet

*Assistant Professors:* Greg Beckett, Kelly N. Fayard, Dhiraj Murthy, Ingrid A. Nelson

*Visiting Faculty:* Shaun A. Golding, H. Roy Partridge Jr., Emily S. Renschler, Leslie C. Shaw

### Requirements for the Major

In consultation with an advisor, each student plans a major program that will nurture an understanding of society and the human condition, demonstrate how social and cultural knowledge are acquired through research, and enrich his or her general education. On the practical level, a major program prepares the student for graduate study in sociology or anthropology and contributes to preprofessional programs such as law and medicine. It also provides background preparation for careers in urban planning, public policy, the civil service, social work, business or personnel administration, social research, law enforcement and criminal justice, the health professions, journalism, secondary school teaching, and development programs.

A student may choose either of two major programs or two minor programs:

*The major in sociology* consists of ten courses, including **Sociology 101, 201, 211, and 310**. One or two of the ten courses may be advanced courses from anthropology (or, if approved by the department chair, from related fields to meet the student’s special interests) or off-campus study courses (with departmental approval). In all cases, at least seven of the courses counted toward the major must be Bowdoin sociology courses. **Sociology 201** should be taken in the sophomore year.

*The major in anthropology* consists of ten courses including five core courses (**Anthropology 101, 103, 201 or 202, 203, 310**) and five electives. One elective must be a 300-level course other than **310**, and one elective must focus on a geographical area. Only one elective below the 200 level will be counted toward the major. One or two of the ten courses may be taken from the advanced offerings in sociology and/or, with departmental approval, from

## COURSES OF INSTRUCTION

off-campus study programs. In all cases, at least eight of the ten courses must come from offerings of Bowdoin College.

(Note that **Anthropology 103** will be taught for the first time in Spring 2014.)

### Requirements for the Minor

*The minor in sociology* consists of five sociology courses, including **Sociology 101**, and four other courses at or above the 200 level. One of the elective courses may be from anthropology (at or above the 200 level) or from off-campus study.

*The minor in anthropology* consists of five anthropology courses, including **Anthropology 101** and **103**, and three 200- or 300-level courses. One of the elective courses must be an area study course, and one of the courses may be from off-campus study.

(Note that **Anthropology 103** will be taught for the first time in Spring 2014.)

For the *anthropology* major or minor program, one semester of independent study may be counted. For the *sociology* major program, two semesters of independent study may be counted, while for the minor program one semester may be counted.

### Core Courses

The core courses in *sociology* (**101**, **201**, **211**, and **310**) and the core courses in *anthropology* (**101**, **103**, **201**, **203**, and **310**) must be taken at Bowdoin. Courses that will count toward the major or minor must be taken on a graded basis (not Credit/D/Fail). In order for a course to fulfill the major or minor requirements in sociology or anthropology, a grade of C- or above must be earned in that course.

### Off-Campus Study

Study away in a demanding academic program can contribute substantially to a major in sociology and anthropology. Students are advised to plan study away for their junior year. A student should complete either the **Sociology 201** or **Anthropology 201** research methods course, depending on their major, before studying away. Students must obtain provisional approval for their study away courses in writing by department faculty before they leave for study away, and then seek final approval upon their return to Bowdoin.

### Departmental Honors

Students distinguishing themselves in either major program may apply for departmental honors. Awarding of the degree with honors will ordinarily be based on grades attained in major courses and a written project (emanating from independent study), and will recognize the ability to work creatively and independently and to synthesize diverse theoretical, methodological, and substantive materials.

## SOCIOLOGY

### First-Year Seminars

For a full description of first-year seminars, see pages 155–167.

**10 {1010} b. Racism.** Fall 2012 and Spring 2013. Roy Partridge. (Same as **Africana Studies 10 {1010}**.)

**[22 {1022} b. In the Facebook Age.]**

## Introductory, Intermediate, and Advanced Courses

**101 {1101} b. Introduction to Sociology.** Fall 2012. Dhiraj Murthy and Nancy Riley. Spring 2013. Shaun Golding.

The major perspectives of sociology. Application of the scientific method to sociological theory and to current social issues. Theories ranging from social determinism to free will are considered, including the work of Marx, Weber, Durkheim, Merton, and others. Attention is given to such concepts as role, status, society, culture, institution, personality, social organization, the dynamics of change, the social roots of behavior and attitudes, social control, deviance, socialization, and the dialectical relationship between individual and society.

**201 {2010} b. Introduction to Social Research.** Spring 2013. Ingrid Nelson.

Provides firsthand experience with the specific procedures through which social science knowledge is developed. Emphasizes the interaction between theory and research, and examines the ethics of social research and the uses and abuses of research in policy making. Reading and methodological analysis of a variety of case studies from the sociological literature. Field and laboratory exercises that include observation, interviewing, use of available data (e.g., historical documents, statistical archives, computerized data banks, cultural artifacts), sampling, coding, use of computer, elementary data analysis and interpretation. Lectures, laboratory sessions, and small-group conferences.

Prerequisite: **Sociology 101** or permission of the instructor.

**202 {2020} b. Quantitative Research Methods.** Spring 2013. Ingrid Nelson.

Highlights applied research methods in sociology. Building on **Sociology 201**, students work throughout the semester to analyze current sociological trends in the United States using data from a large publicly available dataset. Focus on how researchers work with data to answer a set of questions, how to perform and interpret major statistical techniques used in sociological research, and how to present quantitative data.

Prerequisite: **Sociology 201**.

**206 {2206} b - ESD. Sociology of Education.** Fall 2012. Ingrid Nelson.

Examines the ways that formal schooling influences individuals and the ways that social structures and processes affect educational institutions. Explores the manifest and latent functions of education in modern society; the role education plays in stratification and social reproduction; the relationship between education and cultural capital; the dynamics of race, class, and gender in education; and other topics.

Prerequisite: **Sociology 101** or **Anthropology 101**.

**[208 {2208} b. Race and Ethnicity.** (Same as **Africana Studies 208 {2208}**.)]

**211 {2030} b. Classics of Sociological Theory.** Fall 2012. The Department.

An analysis of selected works by the founders of modern sociology. Particular emphasis is given to understanding differing approaches to sociological analysis through detailed textual interpretation. Works by Marx, Weber, Durkheim, and selected others are read.

Prerequisite: **Sociology 101** or permission of the instructor.

**214 {2114} b. Social Media.** Fall 2012. Dhiraj Murthy.

Explores theoretical aspects of new media through specific case studies from social media. Students exposed to key readings in German critical theory including Benjamin, Adorno, and

## COURSES OF INSTRUCTION

Horkheimer. Uses critical theory to uncover sociological understandings of new media. Race/ethnicity, power, surveillance/privacy, and community are themes used to explore mediated communication. **Sociology 211** is recommended but not required.

Prerequisite: **Sociology 101** or **Anthropology 101**.

**220 {2220} b - ESD. “The Wire”: Race, Class, Gender, and the Urban Crisis.** Spring 2015. Brian Purnell.

Postwar U.S. cities were considered social, economic, political, and cultural zones of “crisis.” African Americans—their families, gender relations; their relationship to urban political economy, politics, and culture—were at the center of this discourse. Using David Simon’s epic series, *The Wire*, as a critical source on postindustrial urban life, politics, conflict, and economics, covers the origins of the “urban crisis,” the rise of an “underclass” theory of urban class relations, the evolution of the urban “underground economy,” and the ways the “urban crisis” shaped depictions of African Americans in American popular culture. (Same as **Africana Studies 220 {2220}** and **Gender and Women’s Studies 222 {2222}**.)

Prerequisite: **Africana Studies 101**, **Education 101**, **Gender and Women’s Studies 101**, or **Sociology 101**, or permission of the instructor.

**221 {2221} b. Environmental Sociology.** Fall 2012. Shaun Golding.

Applies sociological insights to investigating the ways that humans shape and are shaped by their ecological surroundings. Introduces theories and concepts for exploring how western society and more specifically contemporary American society interact with nature. Reviews central academic questions, including social constructions of nature and perceptions of ecological risks, and drawing from complementary readings and student-led dialogue, examines in greater depth ongoing struggles over conservation, sustainability, development, and social justice. (Same as **Environmental Studies 221 {2334}**.)

Prerequisite: **Sociology 101** or **Anthropology 101**.

**[223 {2223} b - ESD. Cultural Interpretations of Medicine.** (Same as **Gender and Women’s Studies 223 {2223}**.)]

**[224 {2224} b - IP. Global Health Matters.]**

**227 {2227} b - IP. Transnational Race and Ethnicity.** Spring 2013. Dhiraj Murthy.

Examines globally mediated formations of ethnic and racial identities, including the ways in which transnational communities are shaped through contact with “homelands” (physically and virtually) and vice versa. Particular attention given to “Black” and “South Asian” diasporic communities based in London and the transnational cultural networks in Africa, the Indian Subcontinent, and the Caribbean that they help maintain. Readings include works by Paul Gilroy, Arjun Appadurai, Les Back, Stuart Hall, Jayne Ifekwunigwe, Ian Ang, and the Delhi-based sarai school. (Same as **Africana Studies 227 {2227}** and **Asian Studies 263 {2840}**.)

Prerequisite: **Sociology 101** or **Anthropology 101**.

**234 {2340} b - ESD. Tractors, Chainsaws, Windmills, and Cul-de-Sacs: Natural Resource-based Development in Our Backyard.** Spring 2013. Shaun Golding.

Conflict around land use, conservation, planning, and development is pervasive. Introduces the central civic, economic, and institutional actors engaged in debates around resource-



dependent development. Examines how human interactions shape the environment within the structures of the state, the economy, and community, and in response to changes brought about by globalization. Considers the areas of human health, environmental conservation, community economic vitality, and identity, and is built around the cases of agriculture, energy, and sprawl, placing particular emphasis on examples from Maine and New England. (Same as **Environmental Studies 234 {2340}.**)

Prerequisite: **Sociology 101** or **Anthropology 101**, or permission of instructor.

**[236 {2236} b - IP. South Asian Popular Culture.** (Same as **Asian Studies 233 {2570}.**)]

**244 {2244} b - ESD. Migration, Work, and Inequality in the Global Economy.** Fall 2012. Shaun Golding.

Crossing borders that separate widely disparate levels of financial and political stability, transnational workers increasingly fuel the global economy. Examines the causes and implications of a mobile global workforce. Through popular and academic readings, films, and regular discussions, examines the forces that inform decisions to move, the role that migrants play in shaping sending and receiving communities culturally and materially, and migration's emerging place in political dialogue at the local, national, and global scales.

Prerequisite: **Sociology 101** or **Anthropology 101**, or permission of instructor.

**[250 {2250} b - ESD. Epidemiology: Principles and Practices.]**

**265 {2265} b. Gender and Family in East Asia.** Fall 2012. Nancy Riley.

Family and gender are central to the organization of East Asian societies, both historically and today. Uses comparative perspectives to examine issues related to family and gender in China, Japan, and Korea. Using the enormous changes experienced in East Asia in recent decades as a context, explores the place of Confucian influences in these societies, the different roles of the state and economy, and the ways that gender and family have been shaped by and shaped those changes. (Same as **Asian Studies 264 {2101}** and **Gender and Women's Studies 265 {2265}.**)

Prerequisite: **Sociology 101** or **Anthropology 101**.

**[275 {2575} b - ESD. Cultural Encounters with/in Hawai'i.]**

**291–294 {2970–2973} b. Intermediate Independent Study in Sociology.** The Department.

**299 {2999} b. Intermediate Collaborative Study in Sociology.** The Department.

**310 {3010} b. Advanced Seminar: Current Controversies in Sociology.** Spring 2013. The Department.

Draws together different theoretical and substantive issues in sociology in the United States, primarily since 1950. Discusses current controversies in the discipline, e.g., quantitative versus qualitative methodologies, micro versus macro perspectives, and pure versus applied work.

Prerequisite: **Sociology 211** or permission of the instructor.

**[315 {3510} b. Seeing Social Life.]**

**316 {3116} b. Transitions to Adulthood: From Sweet Sixteen to Reality Bites.** Fall 2012. Ingrid Nelson.

Examines adolescence and emerging adulthood from a sociological perspective. Explores why the transition to adulthood for American youth has grown longer in recent decades, and how this extended adolescence shapes and is shaped by social institutions (family,

## COURSES OF INSTRUCTION

government, schooling). Focus on the role of college attendance. Attention to racial, ethnic, geographic, and socioeconomic variation draws together different theoretical and substantive issues in sociology in the United States, primarily since 1950. Discusses current controversies in the discipline, e.g., quantitative versus qualitative methodologies, micro versus macro perspectives, and pure versus applied work.

Prerequisite: **Sociology 101** and **Sociology 201**, or permission of the instructor.

**401–404 {4000–4003} b. Advanced Independent Study and Honors in Sociology.** The Department.

**405 {4029} b. Advanced Collaborative Study in Sociology.** The Department.

## ANTHROPOLOGY

### First-Year Seminars

For a full description of first-year seminars, see pages 155–167.

**13 {1013} b. Beyond Pocahontas: Native American Stereotypes.** Fall 2012. Kelly Fayard.

**[19 {1019} b. Archaeology: Rethinking the Past.]**

### Introductory, Intermediate, and Advanced Courses

**101 {1101} b. Introduction to Cultural Anthropology.** Fall 2012. Gregory Beckett. Spring 2013. Kelly Fayard.

Cultural anthropology explores the diversities and commonalities of cultures and societies in an increasingly interconnected world. Introduces students to the significant issues, concepts, theories, and methods in cultural anthropology. Topics may include cultural relativism and ethnocentrism, fieldwork and ethics, symbolism, language, religion and ritual, political and economic systems, family and kinship, gender, class, ethnicity and race, nationalism and transnationalism, and ethnographic representation and validity.

**102 {1050} b. Introduction to World Prehistory.** Spring 2013. Leslie Shaw.

An introduction to the discipline of archaeology and the studies of human biological and cultural evolution. Among the subjects covered are conflicting theories of human biological evolution, debates over the genetic and cultural bases of human behavior, the expansion of human populations into various ecosystems throughout the world, the domestication of plants and animals, the shift from nomadic to settled village life, and the rise of complex societies and the state.

**138 {1057} b - ESD, IP. Everyday Life in India and Pakistan.** Spring 2013. Sara Dickey.

Focuses on contemporary life in India and Pakistan by looking at everyday experiences and objects. Explores topics such as teen cyberculture, painted truck designs, romance fiction, AIDS activism, and memories of violence. These seemingly mundane topics offer a window onto larger cultural processes and enable us to examine identities and inequalities of gender, religion, caste, class, ethnicity, and nationality. Sources include ethnographic texts, essays, fiction, government documents, newspapers, popular and documentary films, and YouTube videos. (Same as **Asian Studies 138 {1625}**.)

**201 {2010} b. Anthropological Research.** Fall 2012. Kelly Fayard.

Anthropological research methods and perspectives are examined through classic and recent ethnography, statistics and computer literacy, and the student's own fieldwork experience.

Topics include ethics, analytical and methodological techniques, the interpretation of data, and the use and misuse of anthropology.

Prerequisite: **Anthropology 101**.

[202 {2020} b. **Essentials of Archaeology**.]

**203 {2030} b. History of Anthropological Theory**. Fall 2012. Krista Van Vleet.

An examination of the development of various theoretical approaches to the study of culture and society. Anthropology in the United States, Britain, and France is covered from the nineteenth century to the present. Among those considered are Morgan, Tylor, Durkheim, Boas, Malinowski, Mead, Geertz, and Lévi-Strauss.

Prerequisite: **Anthropology 101**.

**206 {2106} b - ESD. The Archaeology of Gender and Ethnicity**. Fall 2012. Leslie Shaw.

Explores the lies of “people without history,” using archaeological data and emphasizing gender and ethnicity. Focuses on the Americas, and covers both prehistoric and historic archaeological site research, including Native American and African American examples. The long temporal aspect of archaeological data allows exploration of such issues as how gender inequality developed and how ethnic identity is expressed through material culture. (Same as **Africana Studies 206 {2106}**.)

Prerequisite: **Anthropology 101** or **102**, or permission of the instructor.

**210 {2110} b - ESD, IP. Global Sexualities, Local Desires**. Fall 2012. Krista Van Vleet.

Explores the variety of practices, performances, and ideologies of sexuality through a cross-cultural perspective. Focusing on contemporary anthropological scholarship on sexuality and gender, asks whether Western conceptions of “sexuality,” “sex,” and “gender” help us understand the lives and desires of people in other social and cultural contexts. Topics may include Brazilian transgendered prostitutes (travesti), intersexuality, and the naturalization of sex; “third gendered” individuals and religion in Native North America, India, and Chile; language and the performance of sexuality by drag queens in the United States; transnationalism and the global construction of “gay” identity in Indonesia; lesbian and gay kinship; AIDS in Cuba and Brazil; and Japanese Takarazuka theater. In addition to ethnographic examples of alternative genders and sexualities (so called “third genders” and non-heterosexual sexualities) in both Western and non-Western contexts, also presents the major theoretical perspectives and methodological approaches used by anthropologists to understand sexuality, and considers how shifts in feminist and queer politics have also required anthropologists to focus on other social differences such as class, race, ethnicity, and post-colonial relations. (Same as **Gay and Lesbian Studies 210 {2110}** and **Gender and Women’s Studies 210 {2210}**.)

Prerequisite: **Anthropology 101** or **Sociology 101**, or permission of the instructor.

[213 {2112} b. **Fantastic Archaeology**.]

**214 {2114} b. Politics and Power**. Spring 2013. Greg Beckett.

Introduces the significant issues, concepts, theories, and methods in political anthropology. Explores the major theoretical and ethnographic approaches to the study of politics and power in various social and historical contexts. Introduces foundational approaches in the anthropology of politics, recent transformations in political anthropology, and various methods of studying politics ethnographically. Topics include non-state-based relations of

## COURSES OF INSTRUCTION

rule and authority; colonialism and imperialism; the nation-state; law and administration; bureaucracy; decolonization and the postcolonial state; rituals of rule and symbolic forms of power; nongovernmental organizations; and human rights.

Prerequisite: **Anthropology 101** or permission of the instructor.

**[221 {2222} b - ESD. The Rise of Civilization.]**

**224 {2723} b - ESD. Religion and Globalization in the Andes.** Spring 2013. Krista Van Vleet.

Explores the ways various religious beliefs and practices have intersected at particular historical moments, using the Andean region as an exemplary case. Examples from pre-Columbian and Inca, Spanish colonial, and contemporary republican periods highlight the continuities and transformations in local and global religious institutions and the significance of religion to political-economic and social relationships. Uses scholarly readings in anthropology, archaeology, and history as well as novels and films to introduce anthropological theories of religion and globalization; analyze local cosmologies, rituals, and conceptions of the sacred alongside institutionalized global religions such as Catholicism and evangelical Protestantism; social, economic, and political processes. (Same as **Latin American Studies 223 {2724}.**)

Prerequisite: **Anthropology 101** or **102** or permission of the instructor.

**227 {2227} c - ESD, VPA. Protest Music.** Spring 2014. Judith Casselberry.

Focuses on the ways black people have experienced twentieth-century events. Examines social, economic, and political catalysts for processes of protest music production across genres including gospel, blues, folk, soul, funk, rock, reggae, and rap. Analysis of musical and extra-musical elements' style, form, production, lyrics, intent, reception, commodification, mass-media, and the Internet. Explores ways in which people experience, identify, and propose solutions to poverty, segregation, oppressive working conditions, incarceration, sexual exploitation, violence, and war. (Same as **Africana Studies 228 {2228}** and **Music 227 {2592}.**)

**[229 {2828} b. Maya Archaeology and Ethnohistory.** (Same as **Latin American Studies 229 {2729}.**)]

**230 {2230} b - ESD. Language, Identity, and Power.** Spring 2013. Krista Van Vleet.

What place does language have in everyday life? How are identities produced and perceived in personal and social interactions? How is language used to reinforce, challenge, or reconfigure relationships of power? Approaches the study of language as a social and historical reality that emerges in the interactions of individuals. Using examples from a variety of social and cultural contexts, discusses the relationship between language, culture, and thought; structure and agency; language and social inequality; language acquisition and socialization; multilingualism and multiculturalism; verbal art and performance. Considers how aspects of an individual's identity such as gender, race, ethnicity, class, age, and sexual orientation articulate in social and linguistic interactions.

Prerequisite: **Anthropology 101** or **Sociology 101**, or permission of the instructor.

**232 {2601} b - ESD, IP. Bollywood, Kollywood, and Beyond: Indian Cinema and Society.** Fall 2012. Sara Dickey.

Explores Indian films, film consumption, and film industries since 1947. Focuses on mainstream cinema in different regions of India, with some attention to the impact of popular film conventions on art cinema and documentary. Topics include the narrative and aesthetic

conventions of Indian films, film magazines, fan clubs, cinema and electoral politics, stigmas on acting, filmmakers and filmmaking, rituals of film watching, and audience interpretations of movies. The production, consumption, and content of Indian cinema are examined in social, cultural, and political contexts, particularly with an eye to their relationships to class, gender, and nationalism. Attendance at weekly evening screenings is required. (Same as **Asian Studies 247 {2561}**.)

Prerequisite: One of the following: **Anthropology 101**, **Sociology 101**, **Film Studies 101** or **202**, one course in Asian studies; or permission of the instructor.

**[233 {2533} b - ESD, IP. Peoples and Cultures of Africa.** (Same as **Africana Studies 233 {2233}**.)]

**235 {2350} b - ESD. Not Just Cowboys and Indians: Examining Native Americans in Film and Media Beyond Hollywood.** Spring 2013. Kelly Fayard.

Begins with an examination of the influence Hollywood has had on dominant images of Native Americans. Examines the construction of these images, their consumption, and their influence. Compares these non-Native films with images constructed by Native filmmakers. Analyzes popular films such as *Dances with Wolves*, *Little Big Man*, *Last of the Mohicans*, among others, in contrast to Native films such as *Smoke Signals*, *Atanarjuat (The Fast Runner)*, and *Reel Injun*, along with Internet media from a variety of sources to tease out stereotypes and differences. (Same as **Film Studies 235 {2350}**.)

Prerequisite: **Anthropology 101** or **Sociology 101**, or permission of the instructor.

**[237 {2737} b - ESD, IP. Family, Gender, and Sexuality in Latin America.** (Same as **Gender and Women's Studies 237 {2237}** and **Latin American Studies 237 {2737}**.)]

**[238 {2729} b - IP. Culture and Power in the Andes.** (Same as **Latin American Studies 238 {2738}**.)]

**[240 {2840} b - ESD. Contemporary Issues of Native North America.]**

**[245 {2245} b - ESD, IP. We are Family: Anthropological Understandings of Kinship.]**

**254 {2254} b. Understanding Crisis: Anthropological Perspectives on Emergency.** Spring 2013. Greg Beckett.

Introduces cross-cultural and historical perspectives on crisis. Focuses on the relationship between modern systems of continuity and order and the experience of discontinuity and disorder. Examines the various meanings that communities and individuals give to crises, disasters, and emergencies. Considers a variety of cultural and historical cases from around the world. Topics may include illness and disease; natural disasters; industrial accidents; human insecurity and vulnerability; crises of meaning; law and disorder; social breakdown; state failure; civil war; and military and humanitarian intervention.

Prerequisite: **Anthropology 101** or **Sociology 101**, or permission of the instructor.

**271 {2711} b. The Caribbean in the Atlantic World.** Fall 2012. Greg Beckett.

An introduction to the cultures and societies of the Caribbean, focusing on the historical changes that have accompanied the European "discovery" of the region and its integration into the wider Atlantic world. Focuses on the culture, history, and political economy of Haiti, Jamaica, and Cuba, among other cases. Topics include European conquest and colonialism; the trans-Atlantic slave trade; the sugar plantation; creolization and the creation of new languages, cultures, and religions; revolution and resistance to colonial and imperial

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domination; economic dependency and marginalization; the relation between the Caribbean and the United States; migration; popular culture; and tourism. (Same as **Latin American Studies 271 {2711}**.)

Prerequisite: **Anthropology 101** or **Sociology 101**, or permission of the instructor.

**272 {2572} b - ESD, IP. Contemporary Arctic Environmental and Cultural Issues.** Spring 2013. Susan Kaplan.

Throughout the Arctic, northern peoples face major environmental changes and cultural and economic challenges. Landscapes, icescapes, and seascapes on which communities rely are being transformed, and arctic plants and animals are being affected. Many indigenous groups see these dramatic changes as endangering their health and cultural way of life. Others see a warming Arctic as an opportunity for industrial development. Addressing contemporary issues that concern northern peoples in general and Inuit in particular involves understanding connections between leadership, global environment change, human rights, indigenous cultures, and foreign policies, and being able to work on both a global and local level. (Same as **Environmental Studies 272 {2312}**.)

Prerequisite: **Anthropology 101** or **102**, and **Environmental Studies 101**; or permission of the instructor.

**291–294 {2970–2973} b. Intermediate Independent Study in Anthropology.** The Department.

**299 {2999} b. Intermediate Collaborative Study in Anthropology.** The Department.

**310 {3010} b. Contemporary Issues in Anthropology.** Spring 2013. Sara Dickey.

Close readings of recent ethnographies and other materials are used to examine current theoretical and methodological developments and concerns in anthropology.

Prerequisite: **Anthropology 101, 102, 201, and 203**; or permission of the instructor.

**321 {3210} b. Animal Planet: Humans and Other Animals.** Fall 2012. Susan A. Kaplan.

Cultures around the world maintain different stances about non-human animals. People eat meat or avoid doing so. Religions advocate veneration, fear, or loathing of certain animals. Domesticated animals provide us company, labor, and food. Wild animals are protected, studied, photographed, captured, and hunted. Animals inhabit novels, are featured in art, and adorn merchandise. Students read ethnographies, articles, animal rights literature, and children's books; study museum collections; and examine animal themes in films and on the Web. Employing anthropological perspectives, students consider what distinguishes humans from other animals, how cultures are defined by peoples' attitudes about animals, and what might be our moral and ethical responsibilities to other creatures. (Same as **Environmental Studies 320 {3920}**.)

Prerequisite: **Anthropology 101** or **102**, and one 200-level course in anthropology; or permission of the instructor.

**401–404 {4000–4003} b. Advanced Independent Study and Honors in Anthropology.** The Department.

**405 {4029} b. Advanced Collaborative Study in Anthropology.** The Department.

## THEATER AND DANCE

Paul Sarvis, *Department Chair*

Noma Petroff, *Department Coordinator*

*Professor:* Davis R. Robinson

*Assistant Professors:* Charlotte M. Griffin, Abigail Killeen

*Senior Lecturers:* Gwyneth Jones, Paul Sarvis

*Lecturers:* Judy Gailen, Michael Schiff-Verre

*Fellow:* Nyama McCarthy-Brown

*Visiting Faculty:* Melissa Thompson

*Laboratory Instructor:* Deb Puhl

Students may minor in dance or theater. Although no major is offered in the Department of Theater and Dance, students with special interest may, with faculty advice, self-design a major in conjunction with another academic discipline. More information on student-designed majors may be found on page 20.

### Interdisciplinary Major

The department participates in an interdisciplinary major in English and theater. See page 220.

## DANCE

The dance curriculum provides a coherent course of study through classes in dance technique and repertory, choreography, and dance history, theory, and criticism. The department emphasizes dance's relation to the performing and fine arts and its fundamental connection to the broad liberal arts curriculum. The program's goal is dance literacy and the development of skills important to original work in all fields: keen perception, imaginative problem solving, discipline, and respect for craft.

The department offers technique and repertory classes in ballet and modern dance, the latter term designating a wide spectrum of styles that focus on an inventive, unrestricted approach to movement. Modern and ballet technique and repertory courses (**111, 211, 221, 311**; and **112, 212, 222, 312**) earn one-half credit each semester. Each course may be repeated a maximum of four times for credit. Students may enroll in a technique course (**111, 211, 221, 311**) and a repertory course (**112, 212, 222, 312**) in the same semester for *one full academic course credit*. **Dance 121, Ballet I** is a one-credit technique course with a repertory component. Attendance at all classes is required. Grading is Credit/D/Fail.

### Requirements for the Minor in Dance

The minor consists of five course credits: **Dance 101**; **Dance 111/112, 121, 211/212, 221/222, or 311/312**; **Dance 102, 130** (same as **Theater 130**), **140**, or **145** (same as **Theater 145**); and two additional courses at the 200 level or higher.

Students must earn a grade of CR (Credit) or C- or better in order to have a course count toward the minor in dance.

### First-Year Seminars

For a full description of first-year seminars, see pages 155–167.

**10 {1010} c. Understanding Theater and Dance: Doing, Viewing, and Reviewing.** Fall 2012. Melissa Thompson. (Same as **Theater 10 {1010}.**)

### **Introductory, Intermediate, and Advanced Courses**

**101 {1102} c - ESD, VPA. Cultural Choreographies: An Introduction to Dance.** Spring 2013. Paul Sarvis.

Dancing is a fundamental human activity, a mode of communication, and a basic force in social life. Investigates dance and movement in the studio and classroom as aesthetic and cultural phenomena. Explores how dance and movement activities reveal information about cultural norms and values and affect perspectives in our own and other societies. Using ethnographic methods, focuses on how dancing maintains and creates conceptions of one's own body, gender relationships, and personal and community identities. Experiments with dance and movement forms from different cultures and epochs—for example, the hula, New England contradance, classical Indian dance, Balkan kolos, ballet, contact improvisation, and African American dance forms from swing to hip-hop—through readings, performances, workshops in the studio, and field work. (Same as **Gender and Women's Studies 102 {1102}.**)

**102 {1101} c - VPA. Making Dances.** Every year. Fall 2012. Gwyneth Jones.

Explores ways of choreographing dances and multimedia performance works, primarily solos, duets, trios. A strong video component introduces students—regardless of previous experience in dance—to a wide range of compositional methods that correspond to creative process in other arts: writing, drawing, composing. Includes some reading, writing, and discussion, as well as work with visiting professional dance companies and attendance at live performances.

**103 {1103} c - ESD, VPA. African American Diasporic Dance: From the Ring Shout to Hip-Hop.** Fall 2012. Nyama McCarthy-Brown.

Combines dance history, embodied research, and performance. Students engage in readings, class discussions, and movement studies that allow them to learn movement techniques from past eras. Students explore connections between cultural values and norms and movement aesthetics, and discover how African American vernacular dance and jazz music influenced jazz forms and American dance throughout the twentieth century (ragtime, swing, hot jazz, and hip-hop). Culminates with a performance in the December Dance Concert. Students meet once a week in a seminar setting to investigate one dance era, such as swing. The next two class meetings take place in a dance studio in order to embody the dance form discussed that week, and include rehearsals. (Same as **Africana Studies 103 {1103}.**)

**104 {1301} c. Stagecraft.** Every year. Fall 2012. Michael Schiff-Verre.

Introduction to the language, theory, and practice of technical theater. Hands-on experience in lighting, scenic and property construction, costuming, and stage management. Considers the possibilities, demands, and limits inherent in different forms of performance and performance spaces, and explores the job roles integral to theater and dance production. Includes forty hours of laboratory work. Grading is Credit/D/Fail. (Same as **Theater 104 {1301}.**)

**111 {1211} c - VPA. Modern I: Technique.** Spring 2013. The Department.

Classes in modern dance technique include basic exercises to develop dance skills such as balance and musicality. More challenging movement combinations and longer dance sequences build on these exercises. While focusing on the craft of dancing, students develop an appreciation of their own styles and an understanding of the role of craft in the creative process. During the semester, a historical overview of twentieth-century American dance on



video is presented. Attendance at all classes is required. May be repeated for credit. Grading is Credit/D/Fail. One-half credit.

**112 {1212} c - VPA. Modern I: Repertory and Performance.** Spring 2013. The Department.

Repertory students are required to take **Dance 111** concurrently. Repertory classes provide the chance to learn faculty-choreographed works or reconstructions of historical dances. Class meetings are conducted as rehearsals for performances at the end of the semester: the December Studio Show, the annual Spring Performance in Pickard Theater, or Museum Pieces at the Bowdoin College Museum of Art in May. Additional rehearsals are scheduled before performances. Attendance at all classes and rehearsals is required. May be repeated for credit. Grading is Credit/D/Fail. One-half credit.

**121 {1221} c - VPA. Ballet I: Technique.** Every other year. Fall 2013. Charlotte Griffin.

Introduces the fundamental principles of classical ballet technique as a studio practice and performing art. Includes barre, center, and across-the-floor exercises with an emphasis on anatomical alignment, complex coordination, movement quality, and musicality. Combines dance training with assigned reading and writing, video viewing, performance attendance, and in-class discussion to increase appreciation for and participation in the art form. Grading is Credit/D/Fail. **Ballet I** is a one-credit course with a repertory component.

**130 {1302} c - VPA. Principles of Design.** Every year. Fall 2012. Judy Gailen.

An introduction to theatrical design that stimulates students to consider the world of a play, dance, or performance piece from a designer's perspective. Through projects, readings, discussion, and critiques, students explore the fundamental principles of visual design, as they apply to set, lighting, and costume design, as well as text analysis for the designer, and the process of collaboration. Strong emphasis on perceptual, analytical, and communication skills. (Same as **Theater 130 {1302}**.)

**140 {1501} c - VPA. History of Twentieth-Century Dance.** Fall 2012. Paul Sarvis.

Excavates histories of twentieth-century modern dance and ballet by asking aesthetic, philosophical, and social questions. Focuses on dance vocabularies and notions of representation—illusion and authenticity, intention and authorship, changing ideas of the performance space, the countercultural attitude of modernism, and the sociopolitical dimensions of dance performance. These inquiries are introduced by movement exercises in the studio, and elucidated by video viewing, reading, discussion, and writing.

**145 {1203} c - VPA. Performance and Narrative.** Fall 2013. The Department.

For millennia, we have organized our fictions, our religions, our histories, and our own lives as narratives. However much the narrative form has been called into question in recent years, it seems we just cannot stop telling each other stories. Examines the particular nexus between narrative and performance: What is narrative? How does it work? What are its limits and its limitations? How do we communicate narrative in performance? Involves both critical inquiry and the creation of performance pieces based in text, dance, movement, and the visual image. (Same as **Theater 145 {1203}**.)

**211 {2211} c - VPA. Modern II: Technique.** Every semester. Fall 2012. Gwyneth Jones.

A continuation of the processes introduced in **Dance 111**. May be repeated for credit. Grading is Credit/D/Fail. One-half credit.

**212 {2212} c - VPA. Modern II: Repertory and Performance.** Every semester. Fall 2012. Gwyneth Jones.

Intermediate repertory students are required to take **Dance 211** concurrently. A continuation of the principles and practices introduced in **Dance 112**. May be repeated for credit. Grading is Credit/D/Fail. One-half credit.

**221 {2221} c - VPA. Ballet II: Technique.** Fall 2012. Charlotte Griffin.

A continuation of the processes introduced in **Dance 121**. Grading is Credit/D/Fail. One-half credit.

Prerequisite: **Dance 121** or permission of the instructor.

**222 {2222} c - VPA. Ballet II: Repertory and Performance.** Fall 2012. Charlotte Griffin.

Repertory students are required to take **Dance 221** concurrently. Repertory classes are an opportunity to learn and perform new choreography or historical reconstructions created by faculty or guests. Class meetings conducted as rehearsals. Additional rehearsals may be required. Attendance at all classes, studio and stage rehearsals, and performances required. Grading is Credit/D/Fail. One-half credit.

**231 {2231} c - VPA. Jazz II: Technique.** Spring 2013. Nyama McCarthy-Brown.

Extends students' technical proficiency by increasing practice in jazz dance styles and intricate combinations; learning dance technique along with the appropriate historical and cultural contexts. Includes vocabulary, and variations of jazz, and focuses on its roots in social dance heavily influenced by African American traditions. Students have the opportunity to embody various jazz styles such as vintage jazz, Broadway jazz, lyrical jazz, and the jazz techniques of Bob Fosse and Luigi. A series of dance exercises and combinations teach jazz isolations, syncopation, musicality, and performance skills. Through this ongoing physical practice, students gain strength, flexibility, endurance, coordination, and style. Includes a performance requirement, and several readings. Attendance at all classes required. Grading is Credit/D/Fail. One-half credit. (Same as **Africana Studies 235 {2234}**.)

Prerequisite: **Dance 111** or **121**, or permission of the instructor.

**232 {2232} c - VPA. Jazz II: Repertory and Performance.** Spring 2013. Nyama McCarthy-Brown.

Intermediate repertory students are required to take **Dance 231** (same as **Africana Studies 235**) concurrently. A continuation of the principles and practices introduced in **Dance 231**. Attendance at all classes is required. Grading is Credit/D/Fail. One-half credit. (Same as **Africana Studies 232 {2232}**.)

**240 {2502} c - VPA. Performance in the Twenty-first Century.** Fall 2013. The Department.

Hybrid by nature, rebellious in spirit, performance rejects the boundaries and conventions of traditional theater and dance, combining and recombining these live forms with every other artistic mode and medium imaginable. Yet as the first decade of the new century draws to an end, so does the fifth decade of this "new" form. Is it still breaking boundaries, or has boundary-breaking itself become a convention? What, these days, is new about performance? Examines the genealogical roots of performance and studies the ways twenty-first-century performance is exploring the body, the mind, technology, intercultural aesthetics, and globalism.

Students will enact critical inquiries in the creation of their own performance works. (Same as **Theater 240 {2502}**.)

Prerequisite: One 100-level course in theater or dance.

**250 {2402} c - VPA. Theater, Dance, and the Common Good.** Spring 2014. The Department.

Theater and dance have a long history of political engagement, social intervention, and community building. Examines the historical precedents for today's "applied" theater and dance practice, including Piscator, Brecht, Boal, Cornerstone Theatre, Judson Dance Theatre, and Yvonne Rainer. Significant time also spent working with local agencies and institutions to create community-based performances addressing social issues such as homelessness, poverty, prejudice, and the environment, among others. (Same as **Theater 250 {2402}**.)

**270 {2401} c - VPA. Choreography for Dancers: Invention, Method, and Purpose.** Fall 2012. Charlotte Griffin.

Through a vigorous sequence of creative projects, fluent dancers excavate sources and explore methods for making dance. Detailed work on personal movement vocabulary, musicality, and the use of multidimensional space leads to a strong sense of choreographic architecture. Students explore the play between design and accident—communication and open-ended meaning—and irony and gravity. Studio work is supported by video viewing, and readings on dance, philosophy, and other arts.

Prerequisite: **Dance 101** or **102** and two of: **Dance 112, 212, or 312.**

**291–294 {2970–2973} c. Intermediate Independent Study in Dance.** The Department.

**299 {2999} c. Intermediate Collaborative Study in Dance.** The Department.

**311 {3211} c - VPA. Modern III: Technique.** Spring 2013. The Department.

A continuation of the processes introduced in **Dance 211**. May be repeated for credit. Grading is Credit/D/Fail. One-half credit.

**312 {3212} c - VPA. Modern III: Repertory and Performance.** Spring 2013. The Department.

Intermediate/advanced repertory students are required to take **Dance 311** concurrently. A continuation of the principles and practices introduced in **Dance 212**. May be repeated for credit. Grading is Credit/D/Fail. One-half credit.

**340 {3301} c. Live Performance and Digital Media.** Spring 2014. The Department.

Over the past two decades, digital media has infiltrated live performance to such an extent that it has become almost as indispensable as sets, lights, and costumes. Theater and dance artists have embraced these media as a way to enhance the expressivity and scale of their work, as well as a cultural phenomenon to be critically investigated. Introduces students to sound and video applications such as Garage Band, Final Cut Pro, Motion, and Isadora, and requires them to create performances incorporating these tools. Also contextualizes student projects with theoretical readings and examinations of contemporary performance practitioners. (Same as **Theater 340 {3301}**.)

Prerequisite: One 100-level course in theater or dance.

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**343 {3303} c. Topics in Choreography: Dance and the Camera.** Spring 2013. Charlotte Griffin.

Original creative projects arise from dance and video explorations, and from examining historical and contemporary models of dance for the camera. How do the languages and techniques of film production and dance composition intersect? What strategies support the transposition of movement from live action to flat screen? What values do choreographers bring to digital mediums? Includes dance studio work; instruction in the basics of videography and editing; viewings, critiques, readings, discussion, and written responses. (Same as **Film Studies 343 {3303}.**)

Prerequisite: **Dance 270** or permission of the instructor.

**401–404 {4000–4003} c. Advanced Independent Study in Dance.** The Department.

**405 {4029} c. Advanced Collaborative Study in Dance.** The Department.

## THEATER

The theater program at Bowdoin offers students the opportunity to examine the ways theater can provoke the imagination, tell stories, create community, and challenge assumptions. Courses are offered in performance, theory, history, design, and stagecraft. Emphasis is placed on theater's fundamental connection to the liberal arts curriculum, as well as theater literacy, performance skills, respect for language, and an understanding of social/historical influences on drama. The aim is to develop imaginative theater practitioners who collaboratively solve problems of form and content with a passionate desire to express the human condition on stage.

### Requirements for the Minor in Theater

The minor consists of five courses: two courses from **Theater 101, 104** (same as **Dance 104**), **120, 130** (same as **Dance 130**), **145** (same as **Dance 145**), **150** (same as **Dance 150**); two courses from **Theater 201, 220, 225, 240** (same as **Dance 240**), **250** (same as **Dance 250**), **260** (same as **English 214**), **270, 305, 320, 321, 322, 323, 340** (same as **Dance 340**), **370**; and one additional course in theater or dance.

Students must earn a grade of CR (Credit) or C- or better in order to have a course count toward the minor in theater.

### First-Year Seminars

For a full description of first-year seminars, see pages 155–167.

**10 {1010} c. Understanding Theater and Dance: Doing, Viewing, and Reviewing.** Fall 2012. Melissa Thompson. (Same as **Dance 10 {1010}.**)

### Introductory, Intermediate, and Advanced Courses

**101 {1101} c - VPA. Making Theater.** Every year. Fall 2012. Melissa Thompson.

An active introductory exploration of the nature of theater: how to think about it, how to look at it, how to make it. Students examine a range of theatrical ideas and conventions, see and reflect on live performance, and experience different approaches to making work. Designers, directors, performers, and scholars visit the class to broaden perspective and instigate experiments. Students work collaboratively throughout the semester to develop and perform original work.

**104 {1301} c. Stagecraft.** Every year. Fall 2012. Michael Schiff-Verre.

Introduction to the language, theory, and practice of technical theater. Hands-on experience in lighting, scenic and property construction, costuming, and stage management. Considers the possibilities, demands, and limits inherent in different forms of performance and performance spaces, and explores the job roles integral to theater and dance production. Includes forty hours of laboratory work. Grading is Credit/D/Fail. (Same as **Dance 104 {1301}**.)

**[106 {1806} c. Introduction to Drama.** (Same as **English 106 {1106}**.)]

**120 {1201} c - VPA. Acting I.** Every semester. Fall 2012. Abigail Killeen.

Introduces students to the intellectual, vocal, physical, and emotional challenge of the acting process. Students examine theatrical texts and practice the art of translating intellectual analysis into embodied performance. Fundamentals of text analysis are learned and practiced, preparing students for the more complex performance work required in all sections of **Acting II**.

**130 {1302} c - VPA. Principles of Design.** Every year. Fall 2012. Judy Gailen.

An introduction to theatrical design that stimulates students to consider the world of a play, dance, or performance piece from a designer's perspective. Through projects, readings, discussion, and critiques, students explore the fundamental principles of visual design, as they apply to set, lighting, and costume design, as well as text analysis for the designer, and the process of collaboration. Strong emphasis on perceptual, analytical, and communication skills. (Same as **Dance 130 {1302}**.)

**145 {1203} c - VPA. Performance and Narrative.** Fall 2013. The Department.

For millennia, we have organized our fictions, our religions, our histories, and our own lives as narratives. However much the narrative form has been called into question in recent years, it seems we just cannot stop telling each other stories. Examines the particular nexus between narrative and performance: What is narrative? How does it work? What are its limits and its limitations? How do we communicate narrative in performance? Involves both critical inquiry and the creation of performance pieces based in text, dance, movement, and the visual image. (Same as **Dance 145 {1203}**.)

**150 {1202} c - VPA. Improvisation.** Every other year. Fall 2013. Davis Robinson.

Improvisation is a fundamental tool used by dancers, musicians, actors, writers, and other artists to explore the language of a medium and to develop new work. An interdisciplinary introduction to some of the primary forms of improvisation used in dance and theater. Content includes theater games, narrative exercises, contact improvisation, and choreographic structures.

**195 {1700} c - VPA. Production and Performance.** Every semester. The Department.

Engagement in the presentation of a full-length work for public performance with a faculty director or choreographer. Areas of concentration within the production may include design, including set, light, sound, or costume; rehearsal and performance of roles; service as assistant director or stage manager. In addition to fulfilling specific production responsibilities, students meet weekly to synthesize work. Students gain admission to **Theater 195** either through audition (performers) or through advance consultation (designers, stage managers, and assistant directors). Students register for **Theater 195** during the add/drop period at the beginning of each semester. Students are required to commit a minimum of six hours a week to rehearsal and production responsibilities over a period of seven to twelve weeks; specific time commitments depend upon the role the student is assuming in the production and the

## COURSES OF INSTRUCTION

production schedule. Grading is Credit/D/Fail. One-half credit. May be repeated a maximum of four times for credit, earning a maximum of two credits.

Prerequisite: Permission of the instructor.

**201 {2501} c - VPA. Theater History and Theory.** Every other year. Spring 2014. The Department.

Examines seminal historical moments in theater through a focus on such conceptual categories as representation and the real, politics and aesthetics, the body, visibility, spectatorship, and so on. Historical eras covered include ancient Greece, medieval Japan, Renaissance Europe, and romantic, modernist, and postmodernist Europe and America. Focus placed not on these individual moments per se, but on the effect of social and cultural pressures on the aesthetics of live performance across different times, cultures, and disciplines. Some time spent in the studio experimenting with historical forms.

**210 {2810} c. Shakespeare's Comedies and Romances.** Every other year. Spring 2014. William Watterson.

Examines *A Midsummer Night's Dream*, *The Merchant of Venice*, *Twelfth Night*, *As You Like It*, *The Winter's Tale*, and *The Tempest* in light of Renaissance genre theory. (Same as **English 210 {2150}**.)

Prerequisite: One first-year seminar or 100-level course in English.

*Note:* This course fulfills the pre-1800 literature requirement for English majors.

**211 {2811} c. Shakespeare's Tragedies and Roman Plays.** Fall 2012. William Watterson.

Examines *Hamlet*, *Othello*, *Macbeth*, *King Lear*, *Julius Caesar*, *Antony and Cleopatra*, and *Coriolanus* in light of recent critical thought. Special attention is given to psychoanalysis, new historicism, and genre theory. (Same as **English 211 {2151}**.)

Prerequisite: One first-year seminar or 100-level course in English.

*Note:* This course fulfills the pre-1800 literature requirement for English majors.

**212 {2812} c. Shakespeare's History Plays.** Every other year. Fall 2013. William Watterson.

Explores the relationship of *Richard III*, *2 Henry VI*, and the second tetralogy (*Richard II*, the two parts of *Henry IV* and *Henry V*) to the genre of English chronicle play that flourished in the 1580s and 1590s. Readings in primary sources (More, Hall, and Holinshed) are supplemented by readings of critics (Tillyard, Kelly, Siegel, Greenblatt, Goldberg, etc.) concerned with locating Shakespeare's own orientation toward questions of history and historical meaning. Regular screenings of BBC productions. (Same as **English 212 {2152}**.)

Prerequisite: One first-year seminar or 100-level course in English.

*Note:* This course fulfills the pre-1800 literature requirement for English majors.

**220 {2201} c - VPA. Acting II: Voice and Text.** Every year. Fall 2012. Abigail Killeen.

An intermediate acting course focused on the physical discipline and intellectual challenge of pursuing theatrical objectives through language. Traditional and experimental vocal training techniques and are introduced and practiced. Students are also challenged to investigate character development through vocal choices, to learn how to communicate heightened emotion safely and effectively, and how to develop a rehearsal methodology for stage dialects. This course, along with **Theater 225, Acting II: Physical Theater**, is part of a two-semester

course series. **Theater 220** and **225** may be taken individually or in any order.

Prerequisite: One 100-level course in theater.

**225 {2202} c - VPA. Acting II: Physical Theater.** Every year. Spring 2013. Davis Robinson.

Extends the principles of **Acting I** through a full semester of rigorous physical acting work focused on presence, energy, relaxation, alignment, and emotional freedom. Develops and brings the entire body to the act of being on stage through highly structured individual exercises and ensemble-oriented improvisational work. Scene work is explored through the movement-based acting disciplines of Lecoq, Grotowski, Meyerhold, or Viewpoints. Contemporary physical theater makers Théâtre de Complicité, Mabou Mines, SITTI company, and Frantic Assembly are discussed. This course, along with **Theater 220, Acting II: Voice and Text**, is part of a two-semester course series. **Theater 220** and **225** may be taken individually or in any order.

Prerequisite: One 100-level course in theater.

**230 {2830} c. Theater and Theatricality in the Restoration and the Eighteenth Century.**

Every other year. Fall 2013. Ann Kibbie.

An overview of the development of the theater from the reopening of the playhouses in 1660 to the end of the eighteenth century, with special emphasis on the emergence of new dramatic modes such as Restoration comedy, heroic tragedy, “she-tragedy,” sentimental comedy, and opera. Other topics include the legacy of Puritan anxieties about theatricality; the introduction of actresses on the professional stage; adaptations of Shakespeare on the Restoration and eighteenth-century stage; other sites of public performance, such as the masquerade and the scaffold; and the representation of theatricality in the eighteenth-century novel. (Same as **English 230 {2300}**.)

Prerequisite: One first-year seminar or 100-level course in English.

*Note:* This course fulfills the pre-1800 literature requirement for English majors.

**240 {2502} c - VPA. Performance in the Twenty-first Century.** Fall 2013. The Department.

Hybrid by nature, rebellious in spirit, performance rejects the boundaries and conventions of traditional theater and dance, combining and recombining these live forms with every other artistic mode and medium imaginable. Yet as the first decade of the new century draws to an end, so does the fifth decade of this “new” form. Is it still breaking boundaries, or has boundary-breaking itself become a convention? What, these days, is new about performance? Examines the genealogical roots of performance and studies the ways twenty-first-century performance is exploring the body, the mind, technology, intercultural aesthetics, and globalism. Students will enact critical inquiries in the creation of their own performance works. (Same as **Dance 240 {2502}**.)

Prerequisite: One 100-level course in theater or dance.

**246 {2846} c. Modern Drama and Performance.** Spring 2013. Marilyn Reizbaum.

Examines dramatic trends of the modern period, beginning with a triumvirate of modern dramatists—Henrik Ibsen, Bertolt Brecht, and Samuel Beckett—and draws lines from their work in drama of ideas, epic theatre, and absurdism to developments in the dramatic arts through the modern period into the twenty-first century. Includes plays by Lorraine Hansberry, Caryl Churchill, and Martin McDonagh. Readings staged. (Same as **English 246 {2452}** and **Gender and Women’s Studies 262 {2262}**.)

Prerequisite: One first-year seminar or 100-level course in English or gender and women’s studies.



**250 {2402} c - VPA. Theater, Dance, and the Common Good.** Spring 2014. The Department.

Theater and dance have a long history of political engagement, social intervention, and community building. Examines the historical precedents for today's "applied" theater and dance practice, including Piscator, Brecht, Boal, Cornerstone Theatre, Judson Dance Theatre, and Yvonne Rainer. Significant time also spent working with local agencies and institutions to create community-based performances addressing social issues such as homelessness, poverty, prejudice, and the environment, among others. (Same as **Dance 250 {2402}**.)

**260 {2401} c - VPA. Playwriting.** Fall 2013. The Department.

A writing workshop for contemporary performance that includes introductory exercises in writing dialogue, scenes, and solo performance texts, then moves to the writing (and rewriting) of a short play. Students read plays and performance scripts, considering how writers use image, action, speech, and silence; how they structure plays and performance pieces; and how they approach character and plot. (Same as **English 214 {2850}**.)

Prerequisite: One 100-level course in theater or dance or permission of the instructor.

**270 {2203} c - VPA. Directing.** Every year. Spring 2013. Davis Robinson.

Introduces students to the major principles of play direction, including conceiving a production, script analysis, staging, casting, and rehearsing with actors. Students actively engage directing theories and techniques through collaborative class projects, and complete the course by conceiving, casting, rehearsing, and presenting short plays of their choosing. A final research and rehearsal portfolio is required.

Prerequisite: One 100-level course in theater or dance.

**291–294 {2970–2973} c. Intermediate Independent Study in Theater.** The Department.

**299 {2999} c. Intermediate Collaborative Study in Theater.** The Department.

**305 {3402} c. Theater Studio.** Every third year. Spring 2014. The Department.

A senior theater seminar focusing on independent work. Advanced students creating capstone projects in playwriting, directing, acting, and design meet weekly as a group to critique, discuss, and present their work. Final performances given at the end of the semester.

Prerequisite: One 100-level course in theater and one additional course in theater or dance, preferably at the 200 level.

**320 {3201} c. Theater Styles.** Every third year. Fall 2012. Davis Robinson.

An advanced acting class that explores issues of style. What is 'Tragedy? Farce? Melodrama? Commedia? Realism? The Absurd? Through research, analysis, and scene work in class, students become familiar with a range of theatrical idioms. Emphasis is placed on understanding the social/cultural needs that give rise to a particular style, and the way in which style is used in contemporary theater to support or subvert a text.

Prerequisite: One 100-level course in theater and one additional course in theater or dance, preferably at the 200 level.

**321 {3202} c. Comedy in Performance.** Every third year. Spring 2013. Davis Robinson.

Looks at several facets of comedy on stage, from its origins in Greek and Roman theater to contemporary comic forms. Theory is combined with practical exercises in clowning, satire, physical comedy, wit, timing, phrasing, and partner work to develop a comic vocabulary for



interpreting both scripted and original work. Students work in solos, duets, and groups to create final performance projects that are presented to the public at the end of the semester.

Prerequisite: One 100-level course in theater and one additional course in theater or dance, preferably at the 200 level.

**322 {3401} c. Ensemble: The Art of Collaborative Creation.** Spring 2014. The Department.

Experienced theater students collaborate to devise an original performance event. Examines the history of collective creation and the various emphases different artists have brought to that process. Immerses students in the practice of devising, stretching from conception and research to writing, staging, and ultimately performing a finished piece.

Prerequisite: **Theater 120** or permission of the instructor.

**323 {3204} c. Acting Shakespeare.** Spring 2014. The Department.

An advanced-level acting course dedicated to the study of Shakespeare toward its original purpose: performance. Building on the skill sets learned in Acting I and both sections of Acting II, students combine advanced text and rhetorical analysis with rigorous physical and vocal work designed to bring the text off the page and into performance. May be repeated for credit.

Prerequisite: **Theater 120** and **Theater 220** or **225**, or permission of the instructor.

**340 {3301} c. Live Performance and Digital Media.** Spring 2014. The Department.

Over the past two decades, digital media has infiltrated live performance to such an extent that it has become almost as indispensable as sets, lights, and costumes. Theater and dance artists have embraced these media as a way to enhance the expressivity and scale of their work, as well as a cultural phenomenon to be critically investigated. Introduces students to sound and video applications such as Garage Band, Final Cut Pro, Motion, and Isadora, and requires them to create performances incorporating these tools. Also contextualizes student projects with theoretical readings and examinations of contemporary performance practitioners. (Same as **Dance 340 {3301}**.)

Prerequisite: One 100-level course in theater or dance.

**370 {3203} c. Advanced Directing.** Spring 2013. The Department.

A continuation of **Theater 270**. Students build upon their knowledge of play analysis and staging to examine composition, design, and actor collaboration in greater depth. Advanced directing skills, theories, and techniques will be exercised through work on non-realistic material. Culminates with each student directing a 30-minute-long theatrical work.

Prerequisite: **Theater 270**.

**401–404 {4000–4003} c. Advanced Independent Study in Theater.** The Department.

**405 {4029} c. Advanced Collaborative Study in Theater.** The Department.

# EDUCATIONAL RESOURCES AND FACILITIES

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## ARTS FACILITIES

The arts at Bowdoin are characterized by stunning facilities and an absolute commitment to their role in a liberal education.

Not having painted, danced, or played an instrument before coming to Bowdoin is not a barrier to participate, evidenced by the vibrant student performance and art exhibition scene on campus. For students wishing to specialize in an artistic field, Bowdoin's programs offer exceptional flexibility and the opportunity for in-depth scholarship with recognized faculty.

### Visual Arts Facilities

Students have the opportunity to take classes and do independent work in a variety of studio facilities. Three main studios, along with prime exhibition space, are located in the Visual Arts Center. Its prominent place on the Bowdoin Quad, the spectacular light from the large windows above, and the expansive views of the campus have nurtured creativity and learning for decades. Painting studios, computer studios, an architecture studio, faculty studios, and the photography facilities are located a short distance away in the McLellan Building. The printmaking studio is located in a renovated carriage house across the street from the Visual Arts Center, and two sculpture studios are located in a renovated textile mill a short distance from campus. The Visual Arts Center also houses the Pierce Art Library (see page 311) and Kresge Auditorium.

### Pickard and Wish Theaters

Memorial Hall includes state-of-the-art performance, rehearsal, set, and instructional facilities. The centerpiece is Pickard Theater, a 600-seat theater with proscenium stage equipped with a full fly system and computer lighting. The 150-seat Wish Theater addresses the needs of experimental, educational theater with a very flexible, relatively small space with high-tech lighting and sound. Memorial Hall also features a fully equipped design classroom, seminar rooms, and a dance studio. A new dance studio is located a short distance away in the Brunswick Station complex at 16 Station Avenue.

### Studzinski Recital Hall

The world-class Studzinski Recital Hall is a transformation of the Curtis Pool building (also designed by McKim, Mead, and White) into a 280-seat, state-of-the-art facility for small- and medium-sized musical performances. The hall includes a rehearsal room, nine practice rooms, and a number of Steinway pianos. Kanbar Auditorium features raked seating, exceptional acoustics, advanced technical capabilities, and a stage designed to accommodate different performance configurations and types of musical programs, including classical, jazz, electronic, and world music.

*See also:* **Museums**, page 312.

## CENTER FOR LEARNING AND TEACHING

Bowdoin College's Center for Learning and Teaching (CLT) houses a group of programs designed to support learning and teaching throughout the curriculum. The programs offer writing assistance, peer tutoring, academic mentoring, and study groups. The three programs and the English for Multilingual Students consultant are housed in Kanbar Hall, Room 102,

and work cooperatively to enhance Bowdoin's curricular resources and to strengthen students' academic experience. The programs are described below.

### The Baldwin Program for Academic Development

The Baldwin Program for Academic Development opened in 1999–2000 with the mission of creating a space in which students, faculty, and staff members can address issues related to learning at Bowdoin College. Established through a gift to the College by Linda G. Baldwin '73, the program offers resources to help students attain their academic goals and faculty to enhance student learning.

Based on an individualized and holistic approach to learning, the program offers activities and services such as study skills workshops and individual consultation with peer academic mentors. Mentors help fellow students assess their academic strengths and weaknesses and develop individually tailored time management, organizational, and study strategies. Mentors may be particularly useful to students encountering difficulty balancing the academic and social demands of college life; struggling to find more effective approaches to understanding, learning, and remembering new material; experiencing problems with procrastination; or simply achieving the self-structuring demanded by an independent course or honors project.

### Quantitative Reasoning Program

The Quantitative Reasoning (QR) Program was established in 1996 to assist with the integration of quantitative reasoning throughout the curriculum and to encourage students to develop competence and confidence in using quantitative information. The program was established in recognition of the increasing demand to understand and use quantitative information in college-level work, in employment situations, and for effective citizenship.

The QR Program assists students in a variety of ways. Entering students are tested to assess their proficiency with quantitative material. Utilizing the test results and other indicators, the director of Quantitative Reasoning and faculty advisors counsel students regarding appropriate courses to fulfill their Mathematical, Computational, or Statistical Reasoning distribution requirement, including placement in the **Mathematics 50: Quantitative Reasoning** course. In addition, students are encouraged to take courses across the curriculum that enhance their quantitative skills. The QR Program supplements many of the quantitative courses by providing small study groups led by trained peer tutors. Upon the request of instructors, workshops on special topics are also provided by the QR Program. One-on-one tutoring is available on a limited basis.

### The Writing Project

The Writing Project is based on the premise that students are uniquely qualified to serve as intelligent, empathetic, and helpful readers of one another's writing. As collaborators rather than authorities, peer writing assistants facilitate the writing process for fellow students by providing helpful feedback while encouraging writers to retain an active and authoritative role in writing and revising their work. Each semester, the Writing Project assigns specially selected and trained writing assistants to a variety of courses by request of the instructor. The assistants read and comment on early drafts of papers and meet with the writers individually to help them expand and refine their ideas, clarify connections, and improve sentence structure. After revisions have been completed, each student submits a final paper to the instructor along with the draft and the assistant's comments. Students in any course on campus may also reserve conferences with a writing assistant in the Writing Workshop open each week from Sunday through Thursday.

## EDUCATIONAL RESOURCES AND FACILITIES

Students interested in becoming writing assistants apply before spring break. Those accepted enroll in a fall semester course on the theory and practice of teaching writing, offered through the Department of Education. Successful completion of the course qualifies students to serve as tutors in later semesters, when they receive a stipend for their work. A list of courses participating in the Project will be available during the first week of each semester. For further information, contact Kathleen O'Connor, director of the Writing Project, or visit the Writing Project website, [bowdoin.edu/writing-project/](http://bowdoin.edu/writing-project/).

### English for Multilingual Students

Students who are multilingual or who have non-native English speaking parents may work individually with the English for Multilingual Students consultant. Students may seek help with understanding assignments and readings and attend to grammar, outlining, revising, and scholarly writing conventions. Specific attention to pronunciation and oral presentation skills is also offered. Any student wishing to make an appointment with the English for Multilingual Students consultant is welcome.

## FIELD STATIONS

### The Bowdoin Pines

Adjacent to the campus on either side of the Bath Road is a 33-acre site known as the Bowdoin Pines. Cathedral white pines, some of them 135 years old, tower over the site, which is a rare example of one of Maine's few remaining old-growth forests. For biology students, the Pines provides an easily accessible outdoor laboratory. For other students, the site offers a place for a walk between classes, an inspirational setting for creating art, or simply a bit of solitude. A system of trails within the Pines makes the site accessible to students and community members.

### Bowdoin Scientific Station

The College maintains a scientific field station on Kent Island, off Grand Manan Island, in the Bay of Fundy, New Brunswick, Canada, where qualified students can conduct research in ecology, animal behavior, marine biology, botany, geology, and meteorology. The 200-acre island was presented to the College in 1935 by John Sterling Rockefeller. Since then, the field station has built an international reputation, with more than 160 publications based on research at Kent Island, many of them co-authored by Bowdoin students.

Kent Island is a major seabird breeding ground. Its location makes it a concentration point for migrating birds in spring and fall. The famous Fundy tides create excellent opportunities for the study of marine biology. The island also features a variety of terrestrial habitats. In 2005, the College acquired neighboring Hay and Sheep Islands to help preserve the unique environment offered by the Scientific Station.

Although formal courses are not offered at the station, students from Bowdoin and other institutions select problems for investigation on Kent Island during the summer and conduct independent field work with the advice and assistance of a faculty director. Students have the opportunity to collaborate with faculty members and graduate students from numerous universities and colleges. Three-day field trips to Kent Island are a feature of Bowdoin's courses in ecology and ornithology.

## Coastal Studies Center

The Coastal Studies Center occupies a 118-acre coastal site that is twelve miles from the campus on Orr's Island and known as Thalheimer Farm. The Center is devoted to interdisciplinary teaching and research in archaeology, marine biology, terrestrial ecology, ornithology, and geology.

The Center's facilities include a marine biological laboratory with flowing seawater for laboratory observation of live marine organisms, a pier facility located on Harpswell Sound, and a terrestrial ecology laboratory, which serves as a field station for research and study of coastal ecology. These facilities play an active role in Bowdoin's programs in biology, earth and oceanographic science, and environmental studies, and the site has been widely used for studio art courses. In addition, the centrally located farmhouse provides seminar and kitchen facilities where classes from all disciplines can gather in a retreat-like atmosphere that encourages sustained, informal interaction among students and faculty members.

The Coastal Studies Center site is surrounded on three sides by the ocean and encompasses open fields, orchards, and old-growth spruce-fir forest. A 4.5-mile interpretive trail runs through the site, offering students and the local community a glimpse into the cultural and natural history of the property and surrounding coastal waters.

## Coleman Farm

During the course of the academic year, students study ecology at a site three miles south of the campus, using an 83-acre tract of College-owned land that extends to a salt marsh and the sea. Numerous habitats of resident birds are found on the property, which is also a stopover point for many migratory species. Because of its proximity to campus, many students visit Coleman Farm for natural history walks, cross-country skiing, and other forms of recreation.

## INFORMATION TECHNOLOGY

Bowdoin places an emphasis on integrating technology into the academic and social experience. Upon arrival, students have access to the latest tools, informed consultants, and focused training to take full advantage of Bowdoin's technical resources. Remember that many of your classmates may already know the answer to your questions. Ask them first—it is a great way to get to know someone. If you still have questions, Bowdoin's Help Desk is available with extended hours throughout the week and 24-hour online software support.

The Chief Information Officer leads an Information Technology (IT) Division that engages faculty and students to deliver solutions that make a difference in their teaching, learning, research, and community. From classrooms to residence rooms, access to technology is everywhere. Resources available to students include personal e-mail accounts, wireless Internet access throughout campus; network storage, video conferencing capability, cable television, VoIP telephone systems, and voice mail. IT also provides a full-time Help Desk that supports Macintosh, Windows, and Linux computers and includes a student-run Help Desk. Bowdoin offers a number of site-licensed system and application software such as Windows, MacOS, UNIX, Microsoft Office Professional, Mathematica, and other specialized academic and administrative applications. The College provides a free student equipment loaner pool that provides video, sound, projection, laptops, recording devices, digital cameras, along with newer technology for testing and evaluation.

Other services that IT provides include technical, design, editorial, and project development consulting. IT is constantly exploring technology trends while also adopting the best solutions in business and higher education to deliver easily accessible, secure, stable technology services.

## EDUCATIONAL RESOURCES AND FACILITIES

In addition to sixteen academic department computer labs, there are nine public labs and more than two hundred publicly available computers and nineteen public print stations located around the campus.

If you have an idea or solution that uses technology to improve the lives of students at Bowdoin, share it with the the Information Technology Advisory Council (I.T.A.C.), a student-run organization—it just might get funded.

### BOWDOIN COLLEGE LIBRARY

Bowdoin's library—the intellectual heart of the College—provides a gateway to the world of information and ideas, helps students succeed academically, and supports teaching and research. In addition to notable book, journal, and manuscript collections, historically recognized as among Bowdoin's hallmarks of excellence, the Library offers a wealth of electronic resources and offers instructional programs in their use.

The Library's website ([library.bowdoin.edu](http://library.bowdoin.edu)) is the portal to the combined Colby, Bates, and Bowdoin library catalog (CBBcat), rich collections of electronic and print resources, and useful digital research and discovery tools. The Library's collections, developed over a period of 200 years, exceed one million volumes. Library offerings include more than 40,000 print and electronic periodical and newspaper subscriptions, 360 online indexes and databases, as well as e-books, audiovisual items, maps, photographs, and over 5,000 linear feet of manuscripts and archival records.

Librarians and faculty members partner to encourage the use of scholarly resources throughout the curriculum and to teach students to identify, select, and evaluate information for course work and independent scholarship. All students receive information literacy instruction in their first-year seminars, and librarians provide personalized assistance in using library resources.

Interlibrary loan and document delivery services allow students and faculty to request materials not held at Bowdoin; most journal articles are delivered electronically, and books arrive daily from Colby and Bates colleges, other libraries in New England, and worldwide.

### Library Locations and Collections

The handsome **Hawthorne-Longfellow Library**, the main library building, houses humanities and social sciences materials, the George J. Mitchell Department of Special Collections & Archives, and a depository of federal and Maine State documents. It features an array of popular student study spaces, ranging from quiet individual carrels to technologically equipped group learning spaces, as well as an electronic classroom for instruction, a computer lab, and meeting rooms for public events and student presentations.

The **Government Documents Collection** offers the Bowdoin community and midcoast Maine citizens access to print and digital government information reflecting over two centuries of federal and state history.

The **George J. Mitchell Department of Special Collections & Archives** includes rare books and manuscripts of unusual depth for a college library, plus images, recordings, historical documents of the College, as well as the personal papers of notable alumni, including Senator George J. Mitchell (Class of 1954). These research materials afford an invaluable opportunity for undergraduates to experience conducting original research; using primary resources in Special Collections & Archives is a distinguishing characteristic of a Bowdoin education.

The **Hatch Science Library** offers reference and instructional services and a variety of individual and group study facilities in support of its science-related print and digital resources.

The **William Pierce Art Library** and the **Robert Beckwith Music Library**, located adjacent to classrooms and offices for those departments, serve as centers for research and study. The Art Library offers a strong collection of art books and exhibition catalogs. The Music Library contains scores, sound recordings, videos, books about music, and computer and listening stations.

The **Language Media Center** in Sills Hall provides multimedia facilities to support learning foreign languages and houses most Library audiovisual materials. The Center offers streamed digital radio, live international television, foreign language newspapers and magazines from around the world, plus classroom and playback facilities for all international film standards.

### JOSEPH McKEEN CENTER FOR THE COMMON GOOD

At the opening of Bowdoin College in 1802, President Joseph McKeen declared that

...literary institutions are founded and endowed for the common good, and not for the private advantage of those who resort to them for education. It is not that they may be enabled to pass through life in an easy or reputable manner, but that their mental powers may be cultivated and improved for the benefit of society. If it be true, that no man should live to himself, we may safely assert, that every man who has been aided by a public institution to acquire an education, and to qualify himself for usefulness, is under peculiar obligations to exert his talents for the public good.

Encouraging students to live up to McKeen's vision is a central mission of the College as a whole, and the Joseph McKeen Center for the Common Good provides opportunities for students to discover the ways in which their unique talents, passions, and academic pursuits can be used for the "benefit of society" through public engagement.

Although housed in Banister Hall, the McKeen Center supports work that takes place across the campus, in local communities, and at selected locations around the world. The Center assists student-led volunteer organizations that provide service to the local community through activities such as mentoring, tutoring, visiting with senior citizens, serving meals at the local homeless shelter, and working with immigrant populations in nearby Portland. Fostering student initiative and leadership, the Center provides opportunities for students to propose and lead alternative spring break trips that connect their peers with community organizations to address public issues in places ranging from New York City to rural Mississippi, and from northern Maine to Guatemala. The McKeen Center also encourages students to reflect upon their public engagement and connect these experiences to curricular and vocational interests.

In coordination with other departments, the Center administers summer fellowships for students interested in non-profit internships and provides grants for international service. It assists students in finding community partners with whom to engage in community-connected independent research and honors projects and helps identify courses at the College that provide context for the issues students address through their community work. The McKeen Center supports faculty in developing and teaching community-based courses that take students out of the classroom to conduct interviews, record oral histories, develop curriculum for schools, and collect scientific data in conjunction with community partners.

The Center also encourages and helps sponsor campus-wide events that challenge students, faculty, and staff to examine the varied meanings of public service and the "common good." These events include the *Seeking the Common Good Series* of lectures and symposia, and Common Good Day, a traditional day of service that introduces the Bowdoin community to the local community each fall.

## MUSEUMS

**Bowdoin College Museum of Art**

The Bowdoin College Museum of Art, the cornerstone of the arts and culture at Bowdoin, was recently renovated and expanded to better house and display its renowned collection. One of the earliest collegiate art collections in the nation, it came into being through the 1811 bequest of James Bowdoin III of 70 European paintings and a portfolio of 140 master drawings. Over the years, the collection has been expanded through the generosity of the Bowdoin family, alumni, and friends, and now numbers more than 20,000 objects, including paintings, sculpture, works on paper, decorative arts, and artifacts from prehistory to the present from civilizations around the world.

The Museum's landmark Walker Art Building was commissioned for the College by Harriet and Sophia Walker in honor of their uncle, a Boston businessman who had supported the creation of the first small art gallery at Bowdoin in the mid-nineteenth century. The Walker sisters, encyclopedic collectors and supporters of art education, stipulated that the building be used exclusively for art purposes. Designed by Charles Follen McKim of McKim, Mead, and White, the building was completed in 1894 and is on the National Register of Historic Places. Its brick, limestone, and granite façade is based on Renaissance prototypes, with a dramatically shadowed loggia flanked by large lion sculptures upon which generations of Brunswick children have been photographed.

The antiquities collections contain over 1,800 Assyrian, Egyptian, Greek, Roman, and Byzantine objects and constitute one of the most comprehensive compilations of ancient art in any small college museum. European art includes paintings, illustrated manuscripts, sculptures, and decorative arts. Among twelve European Renaissance and Baroque paintings given in 1961 by the Kress Foundation is a panel depicting nymphs pursued by a youth that recently has been attributed to the young Fra Angelico. The works on paper collections of prints, drawings, and photographs is large and varied, numbering more than 8,000 works and representing artists from Rembrandt and Rubens through Callot, Goya, and Manet to Picasso and Warhol.

The Museum's American collection includes an important grouping of colonial and Federal portraits, with, for example, seven major paintings by Gilbert Stuart, including the famous presidential portraits of Thomas Jefferson and James Madison, together with other works by Robert Feke, John Copley, Thomas Sully, and Joseph Blackburn. Among other notable works are the murals commissioned by McKim to decorate the Museum's rotunda by the four leading painters of the American Renaissance: Elihu Vedder, Kenyon Cox, Abbott Thayer, and John LaFarge. The collection also includes works by significant nineteenth- and twentieth-century artists such as Mary Cassatt, Thomas Eakins, John Sloan, Rockwell Kent, Marsden Hartley, and Andrew Wyeth, and an archive of memorabilia from Winslow Homer's Maine studio.

Non-western materials range from Japanese, Chinese, Korean, and Southeast Asian prints, ink paintings, sculpture, and decorative arts to modest but distinguished holdings of African, Pacific, Pre-Columbian, and Native American artifacts.

The recent renovation expanded galleries and a seminar room, and improved art storage facilities. The restored Museum retains the building's iconic architectural features and provides state-of-the-art climate control and mechanical systems. A new, dramatic glass and bronze entry pavilion houses a glass elevator and "floating" steel staircase, while a rear addition to the building features an expansive glass curtain wall behind which the Museum has installed its five celebrated ancient Assyrian relief sculptures.



The Museum, open the public at no charge, is a teaching facility, with the core of its mission to keep its rich collections within immediate reach of Bowdoin students, faculty, scholars, and art lovers. Its active emphasis on the study of original objects as an integral part of the Bowdoin curriculum makes the Museum the ultimate cross-disciplinary and multicultural enterprise. Although online resources are no substitute for an actual visit, the collections can be searched and information on Museum programs and publications found on the website at [bowdoin.edu/art-museum](http://bowdoin.edu/art-museum).

### **Peary-MacMillan Arctic Museum and Arctic Studies Center**

The Peary-MacMillan Arctic Museum was founded in honor of two famous Arctic explorers and Bowdoin alumni, Admirals Robert E. Peary (Class of 1877) and Donald B. MacMillan (Class of 1898). On April 6, 1909, after a lifetime of Arctic exploration, Peary became the first person to reach the North Pole. MacMillan was a crew member on that North Pole expedition. Between 1908 and 1954, MacMillan explored Labrador, Baffin Island, Ellesmere Island, and Greenland. Most of his expeditions were made on board the *Bowdoin*, a schooner he designed for work in ice-laden northern waters. MacMillan took college students on the expeditions and introduced them to the natural history and anthropology of the North. He was not the first to involve Bowdoin students in Arctic exploration, however. In 1860, Paul A. Chadbourne, a professor of chemistry and natural history, had sailed along the Labrador and West Greenland coasts with students from Williams and Bowdoin.

The museum's collections include equipment, paintings, and photographs relating to the history of Arctic exploration, natural history specimens, artifacts and drawings made by indigenous people of Arctic North America, and contemporary Canadian Inuit sculptures and prints. The museum has large collections of ethnographic photographs and films recording past lifeways of Native Americans taken on the expeditions of MacMillan and Robert Bartlett, an explorer and captain who sailed northern waters for nearly fifty years. Diaries, logs, and correspondence relating to the museum's collections are housed in the Special Collections section of the Hawthorne-Longfellow Library.

The museum, established in 1967, is located on the first floor of Hubbard Hall. The building was named for General Thomas Hubbard of the Class of 1857, a generous benefactor of the College and financial supporter of Peary's Arctic ventures. The museum's original galleries were designed by Ian M. White, former director of the Fine Arts Museum of San Francisco, who sailed with MacMillan in 1950. Generous donations from members of the Class of 1925, together with gifts from George B. Knox of the Class of 1929, a former trustee, and other interested alumni and friends, made the museum a reality. Continued support from friends of the College and the Kane Lodge Foundation, and federal and state grants have allowed the museum to continue to grow.

The Arctic Studies Center was established in 1985 as a result of a generous matching grant from the Russell and Janet Doubleday Foundation to endow the directorship of the center, in recognition of the Doubledays' close relationship to MacMillan. The center links the resources of the museum and library with teaching and research efforts, and hosts lectures, workshops, and educational outreach projects. Through course offerings, field research programs, employment opportunities, and special events, the center promotes anthropological, archaeological, geological, and environmental investigations of the North.

## STUDENT FELLOWSHIPS AND RESEARCH

The Office of Student Fellowships and Research was launched in fall 2007 with the aim of connecting Bowdoin students to merit-based academic experiences. Often, the application forms for these merit-based scholarships and fellowships require applicants to concisely articulate their past experiences, interests, and future aspirations. While sometimes challenging, this requirement encourages students to undergo a process of self-assessment and self-development. The Office of Student Fellowships and Research is committed to making the application process a worthwhile learning experience for all students, regardless of whether a fellowship is awarded.

The Office of Student Fellowships and Research works with students and alumni to identify and to apply for relevant nationally competitive fellowships and scholarships such as Fulbright, Marshall, Rhodes, and Watson. Numerous Bowdoin students receive these prestigious awards each year, enabling them to engage in a variety of activities including spending time overseas, conducting independent research, receiving support toward their undergraduate tuition, and attending graduate school.

The Office of Student Fellowships and Research also strives to inform all Bowdoin students about undergraduate research opportunities, primarily at Bowdoin, but also at institutions across the country. Each year the College awards Bowdoin research fellowships to more than 150 Bowdoin students to carry out faculty-mentored research across all disciplines. A Bowdoin research fellowship allows a student to delve deeply into a research question and can lead to an enhanced independent study or honors project, co-authoring a paper with a faculty mentor, or presenting findings at a professional meeting. These research experiences enrich students' undergraduate experience, make students more competitive for entrance to graduate school, and prepare students to successfully undertake graduate study.

# STUDENT AFFAIRS

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A residential college adds significantly to the education of students when it provides the opportunity for a distinctive and dynamic learning community to develop. In such a community, Bowdoin students are encouraged, both directly and indirectly, to engage actively in a quest for knowledge both inside and outside the classroom, and to take responsibility for themselves, for others, and for their community. They are challenged to grow personally by constant contact with new experiences and different ways of viewing the world. Simultaneously, they are supported and encouraged by friends, faculty, staff, and other community members and find opportunities for spontaneous as well as structured activities. Such a community promotes the intellectual and personal growth of individuals and encourages mutual understanding and respect in the context of diversity.

The programs and services provided by the Division of Student Affairs exist to support students and the College in developing and maintaining the learning community. Staff throughout the Division of Student Affairs assist students with their studies, their leadership and social growth, their well-being, and their future. The *Bowdoin College Student Handbook* online provides comprehensive information about student life and the programs and services of the Division of Student Affairs. Additional information is available at [bowdoin.edu](http://bowdoin.edu).

## THE ACADEMIC HONOR AND SOCIAL CODES

The success of the Academic Honor Code and Social Code requires the active commitment of the College community. Since 1964, with revisions in 1977 and 1993, the community pledge of personal academic integrity has formed the basis for academic and social conduct at Bowdoin. The institution assumes that all Bowdoin students possess the attributes implied in the codes. Bowdoin College expects its students to be responsible for their behavior on and off the campus and to assure the same behavior of their guests.

The Academic Honor Code plays a central role in the intellectual life at Bowdoin College. Students and faculty are obligated to ensure its success. Uncompromised intellectual inquiry lies at the heart of a liberal education. Integrity is essential in creating an academic environment dedicated to the development of independent modes of learning, analysis, judgment, and expression. Academic dishonesty is antithetical to the College's institutional values and constitutes a violation of the Honor Code.

The Social Code describes certain rights and responsibilities of Bowdoin College students. While it imposes no specific morality on students, the College requires certain standards of behavior to secure the safety of the College community and ensure that the campus remains a center of intellectual engagement.

Individuals who suspect violations of the Academic Honor Code and/or Social Code should not attempt to resolve the issues independently, but are encouraged to refer their concerns to the Office of the Dean of Student Affairs. The College reserves the right to impose sanctions on students who violate these codes on or off campus. A thorough description of the Academic Honor Code, the Social Code, and the disciplinary process is included in the *Bowdoin College Student Handbook* online.

# OFFICERS OF INSTRUCTION

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**Barry Mills**, A.B. (Bowdoin), Ph.D. (Syracuse), J.D. (Columbia), President of the College. (2001)<sup>†</sup>

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**Michael Birenbaum Quintero**, A.A. (Simon’s Rock College of Bard), B.A. (Eugene Lang), M.A., Ph.D. (New York University), Assistant Professor of Music. (2010)

**Gil Birney**, B.A. (Williams), M.Div. (Virginia), Coach in the Department of Athletics. (2000)

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<sup>\*</sup>*Indicates candidate for doctoral degree at time of appointment.*

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- Aviva Briefel**, B.A. (Brown), M.A., Ph.D. (Harvard), Associate Professor of English. (2000)
- Richard D. Broene**, B.S. (Hope), Ph.D. (California–Los Angeles), Professor of Chemistry. (1993)
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- Steven R. Cerf**, A.B. (Queens College), M.Ph., Ph.D. (Yale), George Lincoln Skolfield Jr. Professor of German. (*On leave of absence for the academic year.*) (1971)
- Tess Chakkalakal**, B.A. (Toronto), M.A., Ph.D. (York), Associate Professor of Africana Studies and English. (2008)
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- Robert K. Greenlee**, B.M., M.M. (Oklahoma), D.M. (Indiana), Professor of Music. (1982)
- Charlotte Griffin**, B.F.A. (Juilliard), M.F.A. (Texas–Austin), Assistant Professor of Dance. (2010)
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- Barbara S. Held**, A.B. (Douglass), Ph.D. (Nebraska), Barry N. Wish Professor of Psychology and Social Studies. (*Fall semester.*) (1979)
- Laura A. Henry**, B.A. (Wellesley), M.A., Ph.D. (California–Berkeley), John F. and Dorothy H. Magee Associate Professor of Government. (2004)
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- James A. Higginbotham**, B.S., A.M., Ph.D. (Michigan), Associate Professor of Classics on the Henry Johnson Professorship Fund and Associate Curator for the Ancient Collection. (*On leave of absence for the academic year.*) (1994)
- John C. Holt**, A.B. (Gustavus Adolphus), A.M. (Graduate Theological Union), Ph.D. (Chicago), Litt.D. (University of Peradeniya), William R. Kenan Jr. Professor of the Humanities in Religion and Asian Studies. (1978)
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- Hadley Wilson Horsch**, B.A. (Swarthmore), Ph.D. (Duke), Associate Professor of Biology and Neuroscience. (2001)
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- DeWitt John**, B.A. (Harvard), M.A., Ph.D. (Chicago), Thomas F. Shannon Distinguished Lecturer in Environmental Studies. (2000)
- Amy S. Johnson**, B.A. (California–Los Angeles), Ph.D. (California–Berkeley), James R. and Helen Lee Billingsley Professor of Marine Biology. (*On leave of absence for the academic year.*) (1989)
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- Gwyneth Jones**, Senior Lecturer in Dance Performance. (1987)
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- Abigail Killeen**, B.F.A. (New York University–Tisch School), M.F.A. (Brandeis), Assistant Professor of Theater. (2008)
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**Michael Kolster**, B.A. (Williams), M.F.A. (Massachusetts College of Art), Associate Professor of Art. (2000)

**Belinda Kong**, B.A. (William and Mary), M.A., Ph.D. (Michigan), Associate Professor of Asian Studies and English. (2005)

**Jennifer Clarke Kosak**, A.B. (Harvard–Radcliffe), Ph.D. (Michigan), Associate Professor of Classics. (1999)

**Edward P. Laine**, A.B. (Wesleyan), Ph.D. (Woods Hole and Massachusetts Institute of Technology), Associate Professor of Earth and Oceanographic Science. (*On leave of absence for the academic year.*) (1985)

**Henry C. W. Laurence**, B.A. (Oxford), Ph.D. (Harvard), Associate Professor of Government and Asian Studies. (1997)

**Michèle LaVigne**, B.A. (Hampshire), Ph.D. (Rutgers), Visiting Assistant Professor of Earth and Oceanographic Science. (2012)

**Peter D. Lea**, A.B. (Dartmouth), M.S. (Washington), Ph.D. (Colorado–Boulder), Associate Professor of Earth and Oceanographic Science. (*On leave of absence for the academic year.*) (1988)

**Adam B. Levy**, B.A. (Williams), Ph.D. (Washington), Professor of Mathematics. (1994)

**John Lichter**, B.S. (Northern Illinois), Ph.D. (Minnesota), Samuel S. Butcher Associate Professor in the Natural Sciences. (2000)

**Yuk Tung Liu**, B.S., M.Phil. (Chinese University of Hong Kong), Ph.D. (California Institute of Technology), Visiting Assistant Professor of Physics. (2012)

**Barry A. Logan**, B.A. (Cornell), Ph.D. (Colorado), Professor of Biology, Associate Dean for Academic Affairs, and Associate Affirmative Action Officer. (1998)

**George Lopez**, B.Mus. (Hartt School of Music), M.Mus. (Sweelinck Conservatorium–Amsterdam), Beckwith Artist in Residence. (2010)

**Suzanne B. Lovett**, A.B. (Bowdoin), Ph.D. (Stanford), Associate Professor of Psychology and Faculty Liaison for Advising. (1990)

**Scott MacEachern**, B.A. (Prince Edward Island), M.A., Ph.D. (Calgary), Professor of Anthropology. (*On leave of absence for the academic year.*) (1995)

**Stephen M. Majercik**, A.B. (Harvard), M.F.A., M.B.A. (Yale), M.S. (Southern Maine), Ph.D. (Duke), Associate Professor of Computer Science. (2000)

**Janet M. Martin**, A.B. (Marquette), M.A., Ph.D. (Ohio State), Professor of Government. (1986)

- William Matthews**, B.M. (Oberlin), M.A. (Iowa), M.M.A., D.M.A. (Yale), Adjunct Lecturer in Music. (*Spring semester.*) (2006)
- Frank Mauceri**, B.A., B.M. (Oberlin), M.M., D.M.A. (Illinois–Urbana-Champaign), Lecturer in Music. (2003)
- Aba Mbirika**, B.A. (Sonoma State), M.S., Ph.D. (Iowa), Postdoctoral Fellow in Mathematics. (2010)
- Anne E. McBride**, B.S. (Yale), M.Phil. (Cambridge), Ph.D. (Colorado–Boulder), Associate Professor of Biology and Biochemistry. (2001)
- Nyama McCarthy-Brown**, B.A. (Spelman), M.F.A. (Michigan), Ph.D. (Temple), CFD Postdoctoral Fellow in Dance Performance. (2011)
- Sarah F. McMahon**, A.B. (Wellesley), Ph.D. (Brandeis), Associate Professor of History. (1982)
- Tracy McMullen**, B.A. (Stanford), M.M., M.A. (North Texas), Ph.D. (California–San Diego), Assistant Professor of Music. (2012)
- Terry Meagher**, A.B. (Boston), M.S. (Illinois State), Associate Director of Athletics and Sidney J. Watson Coach of Men's Ice Hockey. (1983)
- Stephen J. Meardon**, B.A. (Bowdoin), M.A., Ph.D. (Duke), Assistant Professor of Economics. (2008)
- Casey Meehan**, B.S. (Wisconsin–Madison), M.Ed. (Minnesota–Twin Cities), Andrew W. Mellon Postdoctoral Fellow in Education.\* (2012)
- Raymond H. Miller**, A.B. (Indiana), A.M., Ph.D. (Harvard), Associate Professor of Russian. (1983)
- Durba Mitra**, B.A. (Washington University–St. Louis), CFD Postdoctoral Fellow in Gender and Women's Studies and History.\* (2012)
- Richard E. Morgan**, A.B. (Bowdoin), A.M., Ph.D. (Columbia), William Nelson Cromwell Professor of Constitutional and International Law and Government. (1969)
- John Morneau**, B.M. (New Hampshire), Director of the Bowdoin Concert Band. (Adjunct.) (1988)
- Robert G. Morrison**, A.B., A.M. (Harvard), Ph.D. (Columbia), Associate Professor of Religion. (*On leave of absence for the academic year.*) (2008)
- Madeleine E. Msall**, B.A. (Oberlin), M.A., Ph.D. (Illinois–Urbana-Champaign), Professor of Physics. (1994)
- James Mullen**, B.F.A. (New Hampshire), M.F.A. (Indiana), Associate Professor of Art. (1999)
- Dhiraj Murthy**, B.A. (Claremont McKenna), M.S. (Bristol), M.S. (London School of Economics), Ph.D. (Cambridge), Assistant Professor of Sociology. (2008)
- Edward Muston**, B.A. (Toronto), M.A., Ph.D. (Princeton), Andrew W. Mellon Postdoctoral Fellow in German. (2012)
- Elizabeth Muther**, B.A. (Wellesley), Ph.D. (California–Berkeley), Associate Professor of English. (1993)
- Stephen G. Naculich**, B.S. (Case Western Reserve), M.A., Ph.D. (Princeton), Professor of Physics. (1993)

## OFFICERS OF INSTRUCTION

**Jeffrey K. Nagle**, A.B. (Earlham), Ph.D. (North Carolina), Charles Weston Pickard Professor of Chemistry. (1980)

**Erik Nelson**, B.A. (Boston College), M.A., Ph.D. (Minnesota), Assistant Professor of Economics. (2010)

**Ingrid A. Nelson**, B.A. (Wellesley), M.A., Ph.D. (Stanford), Assistant Professor of Sociology. (2010)

**Ryan C. Nelson**, B.A. (Gustavus Adolphus), Ph.D. (Wisconsin), Visiting Assistant Professor of Chemistry. (2012)

**Michael Nerdahl**, B.S., M.A., Ph.D. (Wisconsin–Madison), Lecturer in Classics. (2008)

**Terri Nickel**, B.A. (Pacific Union), M.A. (Loma Linda), Ph.D. (California–Riverside), Visiting Assistant Professor of English. (2008)

**Michael Nishizaki**, B.S., M.S. (Northern British Columbia), M.S. (Washington), Visiting Instructor in Biology.\* (2012)

**Mitsuko Numata**, A.S. (Genesee Community College), B.A. (SUNY–Buffalo), M.A. (Iowa), Lecturer in Japanese. (2009)

**John D. O'Brien**, B.A. (Pomona), Ph.D. (California–Los Angeles), Assistant Professor of Mathematics. (2012)

**Kathleen A. O'Connor**, A.B. (Dartmouth), A.M., Ph.D. (Virginia), Director of the Writing Project and Lecturer in Education. (1987)

**William Thomas Okie**, B.A. (Covenant College), Visiting Instructor in History.\* (2012)

**Francis O'Leary**, B.A. (Thomas Edison State College), Coach in the Department of Athletics. (2005)

**Daniela A. S. de Oliveira**, B.S., M.S. (Federal University of Minas Gerais–Brazil), Ph.D. (California–Davis), Assistant Professor of Computer Science. (2010)

**Marissa O'Neil**, A.B. (Bowdoin), M.S. (Massachusetts–Amherst), Coach in the Department of Athletics. (2010)

**Michael F. Palopoli**, B.S., M.S. (Michigan), Ph.D. (Chicago), Associate Professor of Biology. (1998)

**H. Roy Partridge Jr.**, B.A. (Oberlin), M.S.W., M.A., Ph.D. (Michigan), M.Div. (Harvard), Visiting Assistant Professor of Sociology and Special Assistant to the President for Multicultural Affairs. (1994)

**Jill E. Pearlman**, B.A. (Beloit), M.A. (California), Ph.D. (Chicago), Senior Lecturer in Environmental Studies. (1994)

**Nicola C. Pearson**, B.S. (St. Mary's College, London), Associate Athletic Director and Coach in the Department of Athletics. (1996)

**Stephen G. Perkinson**, B.A. (Colgate), M.A., Ph.D. (Northwestern), Associate Professor of Art History. (2002)

**Emily M. Peterman**, B.A. (Middlebury), Ph.D. (California–Santa Barbara), Assistant Professor of Earth and Oceanographic Science. (2012)

**Carey R. Phillips**, B.S. (Oregon State), M.S. (California–Santa Barbara), Ph.D. (Wisconsin–Madison), Professor of Biology. (*Fall semester.*) (1985)

**Thomas Pietraho**, B.A., M.S. (Chicago), Ph.D. (Massachusetts Institute of Technology), Associate Professor of Mathematics. (*On leave of absence for the fall semester.*) (2001)

**Christian P. Potholm II**, A.B. (Bowdoin), M.A., M.A.L.D., Ph.D. (Tufts), DeAlva Stanwood Alexander Professor of Government. (1970)

**Laura J. Premack**, B.A. (Wesleyan), Ed.M. (Harvard), M.A. (North Carolina–Chapel Hill), Andrew W. Mellon Postdoctoral Fellow in Africana Studies and Latin American Studies.\* (2012)

**Elizabeth A. Pritchard**, A.B. (Boston College), M.T.S., M.A., Ph.D. (Harvard), Associate Professor of Religion. (1998)

**Brian Purnell**, B.A. (Fordham), M.A., Ph.D. (New York University), Assistant Professor of Africana Studies. (2010)

**Barbara Petter Putnam**, B.S. (New Hampshire), A.L.M. (Harvard), Coastal Studies Center Artist in Residence. (2012)

**Samuel P. Putnam**, B.S. (Iowa), M.S., Ph.D. (Pennsylvania State), Associate Professor of Psychology. (*On leave of absence for the fall semester.*) (2001)

**Julie Quimby**, B.A. (Ithaca), M.A., Ph.D. (Maryland), Adjunct Lecturer in Psychology. (*Spring semester.*) (2012)

**Patrick J. Rael**, B.A. (Maryland–College Park), M.A., Ph.D. (California–Berkeley), Associate Professor of History. (1995)

**Nicholas R. Record**, B.A., M.A. (Rochester), M.Sc. (Memorial University–Newfoundland), Ph.D. (Maine), Assistant Professor of Earth and Oceanographic Science. (2012)

**Anna Rein**, M.A. equiv. (University of Pisa), Senior Lecturer in Italian. (2000)

**Marilyn Reizbaum**, A.B. (Queens College), M.Litt. (Edinburgh), Ph.D. (Wisconsin–Madison), Harrison King McCann Professor of English. (1984)

**Emily S. Renschler**, B.A. (Bryn Mawr), Ph.D. (Pennsylvania), Adjunct Lecturer in Anthropology. (*Spring semester.*) (2012)

**Manuel L. Reyes**, B.S. (Westmont), Ph.D. (Berkeley), Assistant Professor of Mathematics. (2011)

**Ryan Ricciardi**, A.B. (Bowdoin), M.A., Ph.D. (Cincinnati), Visiting Assistant Professor of Classics. (*Fall semester.*) (2012)

**Nancy E. Riley**, B.A. (Pennsylvania), M.P.H., M.A. (Hawai'i), Ph.D. (Johns Hopkins), Professor of Sociology. (*On leave of absence for the spring semester.*) (1992)

**Trevor Rivers**, B.S. (Western Washington), Ph.D. (Cornell), Doherty Marine Biology Postdoctoral Scholar. (2011)

**Meghan K. Roberts**, B.A. (William and Mary), Ph.D. (Northwestern), Assistant Professor of History. (2011)

**Rosemary A. Roberts**, B.A. (University of Reading), M.Sc., Ph.D. (University of Waterloo), Professor of Mathematics. (1984)

**Davis R. Robinson**, B.A. (Hampshire), M.F.A. (Boston University), Professor of Theater. (1999)

## OFFICERS OF INSTRUCTION

**Kimberly J. Robinson**, B.A. (Southern Maine), M.S., Ph.D. (Rutgers), Visiting Assistant Professor of Psychology. (2010)

**Collin Roesler**, B.S. (Brown), M.S. (Oregon State), Ph.D. (Washington), Associate Professor of Earth and Oceanographic Science. (2009)

**Maren Rojas**, B.A. (William and Mary), M.Ed. (Syracuse), Coach in the Department of Athletics. (2007)

**Andrew C. Rudalevige**, B.A. (Chicago), M.A., Ph.D. (Harvard), Thomas Brackett Reed Professor of Government. (2012)

**Lynn M. Ruddy**, B.S. (Wisconsin–Oshkosh), Associate Director of Athletics and Coach in the Department of Athletics. (1976)

**Timothy M. Ryan**, A.B. (Bowdoin), M.S. (Drexel), Interim Director of Athletics. (2005)

**Rajarshi Saha**, B.S. (Bates), M.S., Ph.D. (North Carolina–Chapel Hill), Ed Lorenz Postdoctoral Fellow in the Mathematics of Climate Change. (2011)

**Arielle Saiber**, B.A. (Hampshire), M.A., Ph.D. (Yale), Associate Professor of Romance Languages. (*On leave of absence for the academic year.*) (1999)

**James A. St. Pierre**, B.S. (Maine–Orono), M.S. (Wisconsin), Coach in the Department of Athletics. (2001)

**Doris A. Santoro**, B.A. (Rochester), Ed.D. (Columbia), Assistant Professor of Education. (2005)

**Paul Sarvis**, B.A., M.F.A. (Goddard), Senior Lecturer in Dance Performance. (1987)

**Carrie Scanga**, B.A. (Bryn Mawr), M.F.A. (Washington–Seattle), Assistant Professor of Art. (*On leave of absence for the academic year.*) (2009)

**Jennifer Scanlon**, B.S. (SUNY–Oneonta), M.A. (Delaware), M.A., Ph.D. (Binghamton), William R. Kenan Jr. Professor of the Humanities in Gender and Women's Studies. (*On leave of absence for the academic year.*) (2002)

**Marc Scarcelli**, B.A. (Purdue), Ph.D. (California–Davis), Visiting Assistant Professor of Government. (2012)

**Paul E. Schaffner**, A.B. (Oberlin), Ph.D. (Cornell), Associate Professor of Psychology. (1977)

**Michael Schiff-Verre**, B.S.W. (Southern Maine), Adjunct Lecturer in Theater and Technical Director/Resident Lighting Designer. (2003)

**Scott R. Sehon**, B.A. (Harvard), M.A., Ph.D. (Princeton), Professor of Philosophy. (1993)

**Jeffrey S. Selinger**, B.A. (Rutgers), M.A., Ph.D. (Cornell), Assistant Professor of Government. (2007)

**Vijayanthi Ratnam Selinger**, B.A. (Jawaharlal Nehru University, India), M.A. (Harvard), Ph.D. (Cornell), Assistant Professor of Asian Studies. (2005)

**Leslie C. Shaw**, B.A. (Maine–Orono), M.A. (Wyoming–Laramie), Ph.D. (Massachusetts–Amherst), Visiting Assistant Professor of Anthropology and Liaison for Native American Affairs.

**Cynthia Shelmerdine**, A.B. (Bryn Mawr), B.A. (Cambridge), Ph.D. (Harvard), Adjunct Professor of Classics. (*Spring semester.*) (2012)

- Vineet Shende**, B.A. (Grinnell), M.A. (Butler), Ph.D. (Cornell), Associate Professor of Music. (*On leave of absence for the academic year.*) (2002)
- Elizabeth Shesko**, A.B. (Bowdoin), Andrew W. Mellon Postdoctoral Fellow in History and Latin American Studies.\* (2012)
- Adrienne Shibles**, B.A. (Bates), M.S. (Smith), Coach in the Department of Athletics. (2008)
- Lawrence H. Simon**, A.B. (Pennsylvania), A.B. (Oxford), M.A./B.A. (Cambridge), Ph.D. (Boston University), Associate Professor of Philosophy and Environmental Studies. (1987)
- Peter Slovenski**, A.B. (Dartmouth), A.M. (Stanford), Coach in the Department of Athletics. (1987)
- Louisa M. Slowiaczek**, B.S. (Massachusetts), Ph.D. (Indiana), Professor of Psychology. (1998)
- Jill S. Smith**, B.A. (Amherst), M.A., Ph.D. (Indiana–Bloomington), Assistant Professor of German. (2006)
- Robert B. Sobak**, A.B. (Franklin and Marshall), M.A. (Georgia), M.A., Ph.D. (Princeton), Assistant Professor of Classics. (2007)
- Allen L. Springer**, A.B. (Amherst), M.A., M.A.L.D., Ph.D. (Tufts), Professor of Government. (1976)
- Daniel M. Steffenson**, A.B. (Cornell College–Iowa), A.M., Ph.D. (Harvard), Visiting Professor of Chemistry. (2010)
- Elizabeth A. Stemmler**, B.S. (Bates), Ph.D. (Indiana), Professor of Chemistry. (*On leave of absence for the academic year.*) (1988)
- Daniel F. Stone**, B.S. (Yale), M.A., Ph.D. (Johns Hopkins), Assistant Professor of Economics. (2012)
- Matthew F. Stuart**, B.A. (Vermont), M.A., Ph.D. (Cornell), Professor of Philosophy. (1993)
- Rachel L. Sturman**, B.A. (Chicago), M.A., Ph.D. (California–Davis), Associate Professor of History and Asian Studies. (2003)
- Ryan Sullivan**, B.A. (Middlebury), Coach in the Department of Athletics. (2001)
- Naseem K. Surhio**, B.A. (Oberlin), M.A. (Pennsylvania), Adjunct Lecturer in Religion. (2012)
- Dale A. Syphers**, B.S., M.Sc. (Massachusetts), Ph.D. (Brown), Professor of Physics. (1986)
- Jennifer Taback**, B.A. (Yale), M.A., Ph.D. (Chicago), Professor of Mathematics. (*On leave of absence for the academic year.*) (2002)
- Susan L. Tananbaum**, B.A. (Trinity), M.A., M.A., Ph.D. (Brandeis), Associate Professor of History. (1990)
- Yao Tang**, B.A. (Beijing Second Foreign Language Institute), M.A. (Simon Fraser), Ph.D. (British Columbia), Assistant Professor of Economics. (*On leave of absence for the academic year.*) (2009)
- Birgit Tautz**, Diplom Germanistik (Leipzig), M.A. (Wisconsin), Ph.D. (Minnesota), Associate Professor of German. (*On leave of absence for the spring semester.*) (2002)
- Samuel H. Taylor**, B.S., Ph.D. (York–United Kingdom), Visiting Assistant Professor of Biology. (2012)

- Hilary J. Thompson**, B.A. (Toronto), M.A., Ph.D. (Michigan), Assistant Professor of English and Acting Director of First-Year Seminar Program. (2009)
- Melissa C. Thompson**, B.A. (Monmouth), M.A. (Bowling Green), Ph.D. (Wisconsin–Madison), Visiting Assistant Professor of Theater. (2012)
- Richmond R. Thompson**, B.S. (Furman), Ph.D. (Cornell), Professor of Psychology and Neuroscience. (1999)
- Wendy Thompson-Taiwo**, B.A. (California–Riverside), Ph.D. (Maryland–College Park), Andrew W. Mellon Postdoctoral Fellow in Africana Studies. (2012)
- Kristina Toland**, B.A., M.A. (Ohio State), Ph.D. (Northwestern), Andrew W. Mellon Postdoctoral Fellow in Russian. (2012)
- Laura I. Toma**, B.S., M.S. (Universitatea Politehnica Bucuresti), M.S., Ph.D. (Duke), Associate Professor of Computer Science. (*On leave of absence for the academic year.*) (2003)
- Karen Topp**, B.Sc. (Queen's University, Kingston, Ontario), Ph.D. (Cornell), Senior Lecturer in Physics. (*On leave of absence for the academic year.*) (2005)
- Shu-chin Tsui**, B.A. (Xian Foreign Language Institute, China), M.A. (Wisconsin), M.A., Ph.D. (Michigan), Associate Professor of Asian Studies. (2002)
- Krista E. Van Vleet**, B.S. (Beloit), M.A., Ph.D. (Michigan), Associate Professor of Anthropology. (1999)
- William C. VanderWolk**, A.B. (North Carolina), A.M. (Middlebury), Ph.D. (North Carolina), Henry Wadsworth Longfellow Professor of Modern Languages and Associate Dean for Faculty Development. (1984)
- Dharni Vasudevan**, B.S. (Massachusetts Institute of Technology), M.S., Ph.D. (Johns Hopkins), Professor of Chemistry and Environmental Studies. (2003)
- Olufemi O. Vaughan**, B.A., M.A. (St. John's), Ph.D. (Oxford), Geoffrey Canada Professor of Africana Studies and History. (*On leave of absence for the academic year.*) (2008)
- Hanétha Vété-Congolo**, B.A., M.A., Ph.D. (Université des Antilles et de la Guyane), Associate Professor of Romance Languages. (2001)
- Anthony E. Walton**, B.A. (Notre Dame), M.F.A. (Brown), Writer in Residence. (1995)
- Peggy Wang**, B.A. (Wellesley), M.A., Ph.D. (Chicago), Assistant Professor of Art History and Asian Studies. (2012)
- Christopher Watkinson**, A.A. (Full Sail School of Recording), B.A. (Southern Maine), Adjunct Lecturer in Music and Recital Hall Technician. (2007)
- William C. Watterson**, A.B. (Kenyon), Ph.D. (Brown), Edward Little Professor of the English Language and Literature. (1976)
- Brianne S. Weaver**, B.A. (St. Mary's College of Maryland), Coach in the Department of Athletics. (2012)
- Susan E. Wegner**, A.B. (Wisconsin–Madison), A.M., Ph.D. (Bryn Mawr), Associate Professor of Art History. (*On leave of absence for the spring semester.*) (1980)
- Allen Wells**, A.B. (SUNY–Binghamton), A.M., Ph.D. (SUNY–Stony Brook), Roger Howell Jr. Professor of History. (*On leave of absence for the academic year.*) (1988)



- Tricia Welsch**, B.A. (Fordham), M.A., Ph.D. (Virginia), Associate Professor of Film Studies on the Marvin H. Green Jr. Fund. (1993)
- Mark C. Wethli**, B.F.A., M.F.A. (Miami), A. LeRoy Greason Professor of Art. (1985)
- Eugenia Wheelwright**, B.A. (Yale), M.A. (Washington), Senior Lecturer in Romance Languages. (2005)
- Nathaniel T. Wheelwright**, B.S. (Yale), Ph.D. (Washington), Anne T. and Robert M. Bass Professor of Natural Sciences. (1986)
- Kara Wooldrik**, B.A. (California–Santa Barbara), M.S. (Antioch), Adjunct Lecturer in Environmental Studies. (*Full semester*). (2008)
- Carolyn Wolfenzon**, B.A. (University of Lima–Peru), M.A. (Colorado–Boulder), Ph.D. (Cornell), Assistant Professor of Romance Languages. (2007)
- Yuxia Xiu**, B.A. (Yantai Normal University), M.A. (Beijing Language and Culture University), Lecturer in Chinese Language. (2011)
- Jean M. Yarbrough**, A.B. (Cedar Crest College), A.M., Ph.D. (New School for Social Research), Gary M. Pendy Sr. Professor of Social Sciences. (1988)
- Enrique Yepes**, B.A. (Universidad Pontificia Bolivariana), Ph.D. (Rutgers), Associate Professor of Romance Languages. (*On leave of absence for the academic year*). (1996)
- Mary Lou Zeeman**, B.A., M.A. (Oxford), Ph.D. (California–Berkeley), R. Wells Johnson Professor of Mathematics. (2006)
- Ya (Leah) Zuo**, B.A. (Peking University), M.A., Ph.D. (Princeton), Assistant Professor of History and Asian Studies. (2012)

## OFFICERS OF INSTRUCTION EMERITI

- John W. Ambrose Jr.**, A.B., A.M., Ph.D. (Brown), Joseph Edward Merrill Professor of Greek Language and Literature Emeritus. (1966)
- Ray Stuart Bicknell**, B.S., M.S. (Springfield), Coach in the Department of Athletics Emeritus. (1962)
- Franklin G. Burroughs Jr.**, A.B. (University of the South), A.M., Ph.D. (Harvard), Harrison King McCann Professor Emeritus of the English Language. (1968)
- Samuel Shipp Butcher**, A.B. (Albion), A.M., Ph.D. (Harvard), Professor of Chemistry Emeritus. (1964)
- Charles J. Butt**, B.S., M.S. (Springfield), Coach in the Department of Athletics Emeritus. (1961)
- Helen L. Cafferty**, A.B. (Bowling Green), A.M. (Syracuse), Ph.D. (Michigan), William R. Kenan Jr. Professor of German and the Humanities Emerita. (1972)
- Denis J. Corish**, B.Ph., B.A., L.Ph. (Maynooth College, Ireland), A.M. (University College, Dublin), Ph.D. (Boston University), Professor of Philosophy Emeritus. (1973)
- Thomas B. Cornell**, A.B. (Amherst), Richard E. Steele Artist in Residence Emeritus. (1962)
- John D. Cullen**, A.B. (Brown), Coach in the Department of Athletics Emeritus. (1985)
- Robert Hazard Edwards**, A.B. (Princeton), A.B., A.M. (Cambridge), LL.B. (Harvard), L.H.D. (Bowdoin, Carleton), President of the College Emeritus. (1990)

## OFFICERS OF INSTRUCTION

**Guy T. Emery**, A.B. (Bowdoin), A.M., Ph.D. (Harvard), Professor of Physics Emeritus. (1988)

**A. Myrick Freeman III**, A.B. (Cornell), A.M., Ph.D. (Washington), William D. Shipman Professor of Economics Emeritus. (1965)

**Alfred H. Fuchs**, A.B. (Rutgers), A.M. (Ohio), Ph.D. (Ohio State), Professor of Psychology Emeritus. (1962)

**Edward S. Gilfillan III**, A.B. (Yale), M.Sc., Ph.D. (British Columbia), Adjunct Professor of Chemistry and Lecturer in the Environmental Studies Program Emeritus.

**William Davidson Geoghegan**, A.B. (Yale), M.Div. (Drew), Ph.D. (Columbia), Professor of Religion Emeritus. (1954)

**Charles A. Grobe Jr.**, B.S., M.S., Ph.D. (Michigan), Professor of Mathematics Emeritus. (1964)

**James L. Hodge**, A.B. (Tufts), A.M., Ph.D. (Pennsylvania State), George Taylor Files Professor of Modern Languages and Professor of German Emeritus. (1961)

**Charles Ellsworth Huntington**, B.A., Ph.D. (Yale), Professor of Biology Emeritus and Director of the Bowdoin Scientific Station at Kent Island Emeritus. (1953)

**Arthur M. Hussey II**, B.S. (Pennsylvania State), Ph.D. (Illinois), Professor of Geology Emeritus. (1961)

**R. Wells Johnson**, A.B. (Amherst), M.S., Ph.D. (Massachusetts Institute of Technology), Isaac Henry Wing Professor of Mathematics Emeritus. (1964)

**C. Michael Jones**, A.B. (Williams), Ph.D. (Yale), Associate Professor of Economics Emeritus. (1987)

**John Michael Karl**, A.B., A.M., Ph.D. (Harvard), Associate Professor of History Emeritus. (1968)

**Barbara Jeanne Kaster**, A.B. (Texas Western), M.Ed. (Texas–El Paso), Ph.D. (Texas–Austin), Harrison King McCann Professor of Communication in the Department of English Emerita. (1973)

**Jane E. Knox**, A.B. (Wheaton), A.M. (Michigan State), Ph.D. (Texas–Austin), Professor of Russian Emerita. (1976)

**Elroy Osborne LaCase Jr.**, A.B. (Bowdoin), A.M. (Harvard), Ph.D. (Brown), Professor of Physics Emeritus. (1947)

**Mortimer Ferris LaPointe**, B.S. (Trinity), M.A.L.S. (Wesleyan), Coach in the Department of Athletics Emeritus. (1969)

**Daniel Levine**, A.B. (Antioch), A.M., Ph.D. (Northwestern), Thomas Brackett Reed Professor of History and Political Science Emeritus. (1963)

**Mike Linkovich**, A.B. (Davis and Elkins), Trainer Emeritus in the Department of Athletics. (1954)

**Burke O. Long**, A.B. (Randolph-Macon), B.D., A.M., Ph.D. (Yale), Kenan Professor of the Humanities Emeritus. (1968)

**Larry D. Lutchmansingh**, A.B. (McGill), A.M. (Chicago), Ph.D. (Cornell), Associate Professor of Art History Emeritus. (1974)

- T. Penny Martin**, A.B., A.M. (Middlebury), M.A.T., Ed.D. (Harvard), Associate Professor of Education Emerita. (1988)
- Dana W. Mayo**, B.S. (Massachusetts Institute of Technology), Ph.D. (Indiana), Charles Weston Pickard Professor of Chemistry Emeritus. (1962)
- O. Jeanne d'Arc Mayo**, B.S., M.Ed. (Boston), Physical Therapist and Trainer Emerita in the Department of Athletics. (1978)
- Thomas E. McCabe Jr.**, B.S., M.S. (Springfield College), Coach in the Department of Athletics Emeritus. (1990)
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